

U.S. DEPARTMENT OF EDUCATION

**TRANSITION ACTIVITIES IN
OFFICE OF SPECIAL EDUCATION AND
REHABILITATIVE SERVICES**



2011

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U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES
OFFICE OF POLICY AND PLANNING

U.S. Department of Education

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Acronyms

ADA	<i>Americans with Disabilities Act</i>
AMP	Achieve My Plan
APR	Annual Performance Report
ARR	Annual Review Report
ASD	Autism Spectrum Disorders
CIFMS	Continuous Improvement and Focused Monitoring System
CI	Community Integration
CIL	Center for Independent Living
COP	Community of Practice
CPRC	Community Parent Resource Center
DBTAC	Disability and Business Technical Assistance Center
DRRP	Disability and Rehabilitation Research Program
DRS	Department of Rehabilitative Services
DSS	Disability Support Services
ESEA	<i>Elementary and Secondary Education Act</i>
FOIA	<i>Freedom of Information Act</i>
FY	Fiscal Year
HEP	Higher Education Programs
ID	Intellectual Disabilities
IDEA	<i>Individuals with Disabilities Education Act</i>
IES	Institute for Education Sciences
IHE	Institution of Higher Education
LEA	Local Educational Agency
LFD	Low Functioning Deaf
MIS	Management Information System
MSIP	Monitoring and State Improvement Planning
NCEERA	National Center for Education Evaluation and Regional Assistance
NCLB	<i>No Child Left Behind Act</i>
NCSER	National Center for Special Education Research
NDPC—SD	National Dropout Prevention Center—Students with Disabilities
NIDRR	National Institute on Disability and Rehabilitation Research

NLTS-2	National Longitudinal Transition Study-2
OAS	Office of the Assistant Secretary
OCR	Office for Civil Rights
OESE	Office of Elementary and Secondary Education
OGC	Office of the General Counsel
OII	Office of Innovation and Improvement
OLCA	Office of Legislation and Congressional Affairs
ONPE	Office of Non-Public Education
OPE	Office of Postsecondary Education
OPP	Office of Policy and Planning
OSEP	Office of Special Education Programs
OSERS	Office of Special Education and Rehabilitative Services
OVAE	Office of Vocational and Adult Education
PACER	Parent Advocacy Coalition for Educational Rights
PBE	Program, Budget and Evaluation
PEPNet	Postsecondary Education Programs Network
PPI	Policy, Planning and Innovation
PSS	Program Support Staff
PSSG	Program Support Services Group
PTI	Parent Training and Information Center
RRC	Regional Resource Center
RRTC	Rehabilitation Research and Training Center
RSA	Rehabilitation Services Administration
RSD	Research Sciences Division
RTI	Research Triangle Institute
RTP	Research to Practice Division
S&E	Salary and Expenses
SEA	State Educational Agency
SILC	Statewide Independent Living Council
SMD	Severe and Multiple Disabilities
SMPID	State Monitoring and Program Improvement Division
SOP	Summary of Performance
SPP	State Performance Plan

STELLAR	Supporting Transition to Engage Lives by Linking Agency Resources
TA	Technical Assistance
TDD	Telecommunications Device for the Deaf
TILES	Transition, Independent Living, Employment, Supports
TSPD	Training and Services Program Division
TTY	Teletypewriter
VCO	Voice Carry Over
VCU	Virginia Commonwealth University
VR	Vocational Rehabilitation
WRP	Workforce Recruitment Program

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INTRODUCTION

The mission of the Office of Special Education and Rehabilitative Services (OSERS) is to provide leadership to achieve full integration and participation in society of people with disabilities by ensuring equal opportunities in, access to, and excellence in education, employment and community living. In implementing this mission, OSERS administers programs that help educate children and youth with disabilities, provides for the rehabilitation of youth and adults with disabilities, and supports research to improve the lives of individuals with disabilities.

Over the last four decades, the transition of youth with disabilities from school to productive adulthood has received high priority from OSERS Office of the Assistant Secretary (OAS) and the three program components within OSERS: the Office of Special Education Programs (OSEP), the Rehabilitation Services Administration (RSA) and the National Institute on Disability and Rehabilitation Research (NIDRR). These offices award discretionary and formula grants to states, and execute regulatory and policy guidance in an effort to have a successful impact on education and employment outcomes for youth with disabilities. To build upon this priority and the history of accomplishments among the program components, the OSERS Transition Steering Committee (Steering Committee) was established. OAS and all three program components of OSERS are represented on the Steering Committee. Below are the names of OSERS Transition Steering Committee members.

<i>Melodie Johnson</i> _____ OAS	<i>Christine Pilgrim</i> _____ OSEP
<i>Jessica Spataro</i> _____ OAS	<i>Tonya Stellar</i> _____ RSA
<i>Marlene Simon-Burroughs</i> _____ OSEP	<i>Ruth Brannon</i> _____ NIDRR
<i>Michael Slade</i> _____ OSEP	<i>Leslie Caplan.</i> _____ NIDRR

The purpose of the Steering Committee is to facilitate the collaborative efforts of OSERS to improve outcomes for youth with disabilities in their transition from secondary school to adulthood. One of the Steering Committee's first activities was the development and dissemination of the 2009 publication, *Transition Activities in OSERS*. For the purposes of this document, transition refers to the passage from completing secondary school to participating in postsecondary education or training, engaging in meaningful employment, living within one's community, exercising self-determination and contributing to society as a productive citizen.

This 2011 publication describes past, present and upcoming OSERS transition activities, such as projects supporting youth with disabilities served by state agencies, written products offering technical assistance (TA) and OSERS-sponsored conferences facilitating the exchange of information among transition partners. It is intended to be used as a working document to broaden awareness of OSERS transition activities. Links offering more detailed information are provided whenever possible. It is important to note that this is a living document that will be updated regularly and will continue to evolve as OSERS activities change and grow.¹

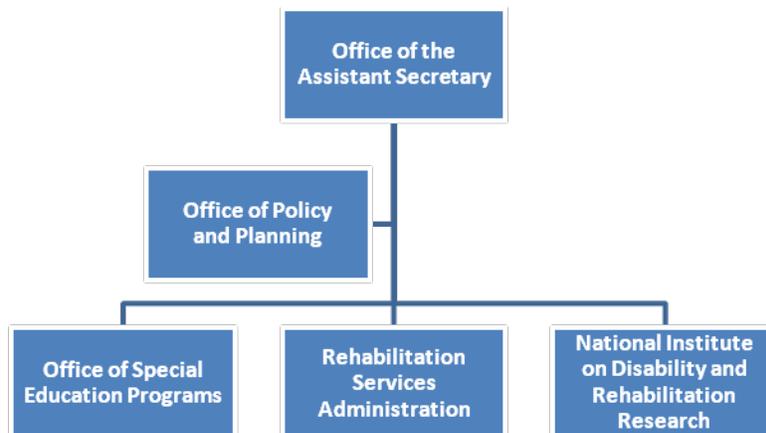
Expanded use of technology, issues raised in the field and identification of evidence-based transition practices provide opportunities to enhance this document. Please do not hesitate to contact any member of the Steering Committee regarding the information provided, use of this document or ways to improve it.

For more information on OSERS transition-related activities, please contact 202-245-7468.

¹ This document was last updated on Nov. 30, 2011.

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ORGANIZATIONAL STRUCTURE OF THE OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES



- The **Office of Policy and Planning (OPP)** is responsible for coordinating, monitoring and overseeing all OSERS activities relating to policy formulation, program and strategic planning, regulations, program evaluation, grants and contract scheduling activities, and *Freedom of Information Act (FOIA)* requests. In performing its responsibilities, OPP serves as the liaison to the Office of Legislation and Congressional Affairs (OLCA) and the Office of the General Counsel (OGC) on OSERS legislative matters and with the Department's Budget Services on program budget matters. In addition, OPP establishes and monitors the OSERS annual schedule of grant and contract activities. Two teams comprise OPP: the OSEP Policy Team, which handles policy matters related to OSEP; and the RSA/NIDRR Policy Team, which handles policy matters related to both RSA and NIDRR.
- The **Office of Special Education Programs (OSEP)** is dedicated to improving results for infants, toddlers, children and youth with disabilities ages birth through 21 by providing leadership and financial support that assist states and local districts. The *Individuals with Disabilities Education Act (IDEA)* authorizes formula grants to states and discretionary grants to institutions of higher education and other non-profit organizations to support model program demonstrations, technical assistance and dissemination, technology, personnel development and parent training and information centers. OSEP comprises the following three elements:
 - The **Program Support Services Group (PSSG)**, located within the Office of the Director, is responsible for coordinating: program and administrative budgets; strategic planning sessions; control mail and messenger services; OSEP's workload schedule and master calendar; updates to the OSEP Web page; provision of workplace support and supplies; generation of *IDEA* formula grants; travel and training for OSEP staff; and OSEP weekly reports.
 - The **Monitoring and State Improvement Planning (MSIP)** division carries out major activities related to the Part B, Part C (formally Part H) and 619 formula grant programs. MSIP is responsible for state plan review and approval, and for monitoring OSEP's formula grant programs to ensure consistency with federal requirements and to ensure that states and other public agencies continue to implement programs designed to improve results for infants, toddlers, children and youth with disabilities. Additionally, MSIP provides leadership for the technical assistance OSEP provides to the states through the Regional Resource Center Program. State improvement planning activities are also managed by MSIP through a cross-cutting team made up of staff from throughout OSEP.
 - The **Research to Practice (RTP)** division provides leadership and oversees the implementation of knowledge development and transfer, and use of this knowledge to improve education results for infants, toddlers, children and youth with disabilities. RTP, together with parents of children with disabilities, individuals with disabilities, researchers, developers, trainers and service providers,

formulates an agenda to improve the quality of early intervention and education for infants, toddlers, children and youth with disabilities. RTP is responsible for implementing this agenda through a systematic approach to program improvement through research, demonstration, outreach, technology development, technical assistance, training, evaluation and service delivery. RTP administers the research to practice programs of *IDEA* to improve programs and enhance the impact on infants, toddlers, children and youth with disabilities.

- The **Rehabilitation Services Administration (RSA)** oversees grant programs that help individuals with physical or mental disabilities to obtain employment and live more independently. Specifically, RSA's major Title I formula grant program provides funds to state vocational rehabilitation (VR) agencies to provide employment-related services for individuals with disabilities, giving priority to individuals who have significant disabilities. The VR agencies provide or arrange for the provision of a wide variety of services, such as counseling, medical and psychological services, job training, assistive technology and other individualized employment-related services. Services are provided in accordance with an employment plan that is jointly developed with the individual with a disability and that is designed to assist the individual to achieve an employment outcome that is consistent with his or her abilities, interests and informed choice. Annually, state VR agencies assist over 200,000 individuals with disabilities to achieve employment. RSA comprises the following three elements:
 - The **Program Support Staff (PSS)** is responsible for providing support for cross-divisional program analysis including data collection and analysis, planning for initiatives, developing coordinated program and salary and expenses (S&E) budgeting to support cross-divisional efforts, providing tracking, coordination and review for compliance with fiscal and program plans and assisting with RSA priority development and grants management processes. PSS provides coordination within RSA and, working through OAS, with the Department and other organizations.
 - The **State Monitoring and Program Improvement Division (SMPID)** is responsible for state plan review and approval, and for monitoring seven RSA formula grant programs to ensure consistency with federal requirements and to ensure that states continue to implement programs designed to improve results for individuals with disabilities, including youth with disabilities. SMPID is divided into functional units and state teams.
 - The **Training and Services Program Division (TSPD)** administers 10 programs under four statutes: the *Rehabilitation Act of 1973*, as amended, the *Randolph-Sheppard Act*, the *Helen Keller National Center Act* and the *Assistive Technology Act of 2004*. The 10 programs are a mix of competitive and discretionary grants, state formula grants and direct appropriations. TSPD houses two units: the Training Program Unit that administers the rehabilitation training and special demonstration programs and the Service Program Unit that administers direct service-related programs and projects.
- The mission of the **National Institute on Disability and Rehabilitation Research (NIDRR)** is to generate new knowledge and promote its effective use to improve the abilities of people with disabilities to perform activities of their choice in the community, and to expand society's capacity to provide full opportunities and accommodations for its citizens with disabilities. The *Rehabilitation Act of 1973*, as amended, (*Rehabilitation Act*) authorizes a variety of discretionary grant programs, to create a comprehensive program of research related to the rehabilitation of individuals with disabilities. NIDRR sponsors research in areas such as employment; health and function; participation and community living; and technology for access and function. NIDRR comprises the following two divisions:
 - The **Research Sciences Division (RSD)** is responsible for national and international programs in research, training, and technical and clinical evaluation.
 - The **Program, Budget and Evaluation (PBE)** division is responsible for budget formulation, policy coordination, planning, identification, implementation, analysis, monitoring and evaluation related to congressionally mandated NIDRR activities.

OSERS TRANSITION ACTIVITIES, BY COMPONENT²

OFFICE OF THE ASSISTANT SECRETARY (OAS), OFFICE OF POLICY AND PLANNING (OPP)

COMPONENT	TITLE/DESCRIPTOR	DESCRIPTION/NARRATIVE
OPP, RSA/NIDRR Policy Team	OSERS Transition Steering Committee	The purpose of the Transition Steering Committee is to promote sustainable collaboration among OSERS components and, as appropriate, federal partners and other stakeholders so as to improve outcomes relating to transition activities and priorities. Some of the activities conducted by the Steering Committee are interagency technical assistance and data and information sharing.
OPP, OSEP Policy Team; RSA/NIDRR Policy Team	Federal Partners in Transition Work Group	The Federal Partners in Transition Work Group was organized to bring together a cross-agency work group of federal employees whose work focuses on youth, transition and disability issues. The workgroup addresses federal issues related to strengthening connections with employers; preparing youth for productive careers in a challenging labor market; promoting the quality of, equity in, and access to services for youth with disabilities; and promoting transparent program outcomes that meet the needs of youth with disabilities.
OPP, OSEP Policy Team; RSA/NIDRR Policy Team	Policy Academy Planning Work Group	The Child, Adolescent and Family Branch of the Federal Center for Mental Health Services and National Technical Assistance Center for Children's Mental Health at Georgetown University convened their seventh National Policy Academy on Dec. 8–11, 2008, in the Washington, D.C. area. The theme was Developing Systems of Care for Youths With Mental Health Needs Who Are Transitioning to Adulthood, and Their Families. States, federally recognized tribes and U.S. territories were invited to apply to participate. OSERS staff participated in the planning work group.
OPP, OSEP Policy Team	Index of OSEP Policy Documents Regarding the Education of Infants, Toddlers, Children and Youth with Disabilities	The correspondence found in this index began the third quarter of calendar year 2000 and describes the interpretations of <i>IDEA</i> or the regulations that implement <i>IDEA</i> . http://www.ed.gov/policy/spaced/guid/idea/letters/revpolicy
		<i>Note:</i> Relevant policy letters can generally be found under the topical areas: "Transition," "Transition to Postsecondary Education" and "Individualized Education

² The component office(s) and team(s), division(s) or unit(s) identified in the Component column took the lead role in the corresponding activity. Other offices also may have participated. When one or more component offices participated equally as leads, both are identified.

**OFFICE OF THE ASSISTANT SECRETARY (OAS),
OFFICE OF POLICY AND PLANNING (OPP)**

COMPONENT	TITLE/DESCRIPTOR	DESCRIPTION/NARRATIVE
		Programs.”
OPP, OSEP Policy Team	Workforce Recruitment Program (WRP)	<p>The Workforce Recruitment Program (WRP) is a recruitment and referral program that connects federal-sector employers nationwide with highly motivated postsecondary education students and recent graduates with disabilities who are eager to prove their abilities in the workplace through summer or permanent jobs. OAS participates in the WRP by recruiting potential candidates for hire as summer interns.</p> <p>https://wrp.gov</p>
OPP, RSA/NIDRR Policy Team	Transition Evaluation Report	<p>In 2004, OSERS contracted with The Study Group to conduct a four-phase study to research and provide a descriptive national picture of current transition policies and practices in the provision of transition services. Data collected are being used to improve the provision of services for transitioning youth. Respondents included state personnel responsible for the administration of programs and services in the 80 state vocational rehabilitation (VR) agencies.</p> <p>To view the draft report, visit http://www.vrtransitionstudy.org.</p>

OFFICE OF SPECIAL EDUCATION PROGRAMS (OSEP)

COMPONENT	TITLE/DESCRIPTOR	DESCRIPTION/NARRATIVE
OSEP, Monitoring and State Improvement Planning (MSIP)	Continuous Improvement and Focused Monitoring System (CIFMS)	<p>CIFMS is designed to ensure compliance and improve performance with Parts B and C of <i>IDEA</i> in accordance with 20 U.S.C. 1416 and 1442. <i>IDEA</i>, as reauthorized in 2004, requires the U.S. Department of Education to monitor states with a focus on</p> <ol style="list-style-type: none"> (1) improving educational results and functional outcomes for infants, toddlers, children, and youth with disabilities; and (2) ensuring that states meet the program requirements, particularly those most closely related to improving educational results for children with disabilities. <p>http://www2.ed.gov/fund/data/report/idea/verificatvisit.html</p>
OSEP, MSIP	The Right IDEA: IDEA Technical Assistance and Guidance	<p>This website provides comprehensive guidance to assist state educational agencies (SEAs) and local educational agencies (LEAs) in implementing the requirements of the law. Information and materials are also provided on the state performance plans (SPPs) and annual performance reports (APRs) including graduation rates (Indicator 1), dropout rates (Indicator 2), secondary transition (Indicator 13), and post-school outcomes (Indicator 14). In addition, information is provided on a number of other OSEP processes.</p> <p>http://therightidea.tadnet.org</p>
OSEP, MSIP	The Regional Resource Centers (RRC) Network (FY 2004–14)	<p>This national network of six regional centers assists SEAs in the systemic improvement of education programs, practices and policies that affect children and youth with disabilities. RRCs offer consultation, information services, technical assistance, training and product development.</p> <p>http://www.rrfcnetwork.org</p>
OSEP, MSIP	Topical Index: Graduation, Dropout Prevention, Suspension and Expulsion	<p>This product of the Regional Resource Center focuses on graduation, dropout prevention, suspension and expulsion issues. It was designed to help SEAs and LEAs address Part B Indicators 1, 2 and 4 in the state performance plans and annual performance reports.</p> <p>To learn about effective strategies used across the country to reduce dropout rates, and increase graduation rates and to access a variety of related documents, visit</p> <p>http://www.rrfcnetwork.org/component/option,com_bookmarks/Itemid,28/mode,0/catid,106/navstart,0/search,*/.</p>

OFFICE OF SPECIAL EDUCATION PROGRAMS (OSEP)

COMPONENT	TITLE/DESCRIPTOR	DESCRIPTION/NARRATIVE
OSEP, MSIP/Research to Practice (RTP)	<i>Questions and Answers on Secondary Transition</i>	<p>This is one of a series of Q&A documents prepared by OSERS to address some of the most important issues raised by requests for clarification on a variety of high-interest topics. Each Q&A document will be updated to add new questions and answers as important issues arise or to amend existing questions and answers as needed. This document was issued to provide SEAs, LEAs, parents, advocacy organizations, and other interested parties with information regarding secondary transition for students with disabilities.</p> <p>http://idea.ed.gov/explore/view/p/%2Croot%2Cdynamic%2CQaCorner%2C10%2C</p>
OSEP, MSIP/RTP	<i>IDEA 2004 Topic Brief (Secondary Transition)</i>	<p>This is one in a series of documents prepared by OSEP that covers a variety of high-interest topics and brings together the regulatory requirements related to those topics to support constituents in preparing to implement the reauthorized <i>IDEA</i> 2004 regulations. This document addresses significant changes from preexisting regulations to the final regulatory requirements regarding secondary transition.</p> <p>http://idea.ed.gov/explore/view/p/%2Croot%2Cdynamic%2CTopicalBrief%2C17%2C</p>
OSEP, MSIP/RTP, Office of Elementary and Secondary Education (OESE)	OSEP Technical Assistance and Dissemination Network	<p>Grantee: Academy for Educational Development, Washington, D.C.</p> <p>This is a network of OSEP and OESE technical assistance centers that supports and assists state and local programs in implementing the reauthorized <i>IDEA</i>, including those requirements related to effective secondary transition of youth with disabilities to successful post-school outcomes.</p> <p>http://www.rfcnetwork.org/content/view/543/47</p>

OFFICE OF SPECIAL EDUCATION PROGRAMS (OSEP)

COMPONENT	TITLE/DESCRIPTOR	DESCRIPTION/NARRATIVE
OSEP, RTP	National Dropout Prevention Center for Students With Disabilities (NDPC—SD) (FY 2008–12)	<p>Grantee: Clemson University, Clemson, S.C.</p> <p>Established in 2003, this project aims to increase rates of school completion for students with disabilities, emphasizing dropout prevention for enrolled students and re-entry into education for students who have dropped out of school.</p> <p>http://www.ndpc-sd.org</p>
OSEP, RTP	Transition-to-College-and-Career Center (FY 2011-2014))	<p>Grantee: University of North Carolina at Charlotte, N.C.</p> <p>This project will assist states, LEAs, schools and other stakeholders with developing appropriate, measurable postsecondary goals and implementing transition services that result in improved academic and functional achievement of students with disabilities and a successful transition to college (or other postsecondary education and training) and the workforce.</p> <p>http://www.nsttac.org</p>
OSEP, RTP	National Post-school Outcomes Center (FY 2010–14)	<p>Grantee: University of Oregon, Eugene, Ore.</p> <p>In collaboration with state and national partners, the project develops and implements practical, efficient, cost-effective and sustainable strategies for states to collect and use outcome data to improve secondary, transition and postsecondary school results.</p> <p>http://www.psocenter.org</p>
OSEP, RTP	IDEA Partnership Project's Transition Community of Practice (FY 2008–12)	<p>Grantee: National Association of State Directors of Special Education, Inc., Alexandria, Va.</p> <p>The <i>IDEA</i> Partnership Project helps policymakers, service providers, administrators and families translate knowledge into action in a way that creates personal meaning and informs their work and interactions every day. As one aspect of its work, the project formed a Transition Community of Practice (COP), which focuses on joint efforts within states and active learning across states that allows policymakers, administrators, service providers, families and youth to address the persistent problems encountered in transition.</p> <p>http://www.ideapartnership.org</p>

OFFICE OF SPECIAL EDUCATION PROGRAMS (OSEP)

COMPONENT	TITLE/DESCRIPTOR	DESCRIPTION/NARRATIVE
OSEP, RTP	Postsecondary Education Center for Individuals Who Are Deaf and Hard of Hearing (FY2011-2016)	<p>Grantee: California State University, Northridge, CA</p> <p>This project will provide support for postsecondary institutions in working with other relevant organizations and public agencies to more effectively address the postsecondary, vocational, technical, continuing, and adult education needs of individuals who are deaf or hard of hearing, including those who also have co-occurring disabilities such as learning and emotional disabilities. The objective is to increase the number and proportion of these students who persist in and complete college or other postsecondary education and training.</p> <p>http://www.pepnet.org</p>
OSEP, RTP	Parent Training and Information Centers (PTIs) and Community Parent Resource Centers (CPRCs)	<p>Grantee: PACER Center, Minneapolis, Minn.</p> <p>PTIs and CPRCs serve families of children and young adults from birth to age 22 with all disabilities. They train and inform parents and professionals; help families obtain appropriate education and services for their children with disabilities; work to improve education results for all children; resolve problems between families and schools or other agencies; and connect children with disabilities to community resources that address their needs.</p> <p>http://www.taalliance.org</p>
OSEP, RTP	Transition Tool Kit	<p>OSEP and the National Secondary Transition Technical Assistance Center are developing a <i>Transition Tool Kit</i> focusing on effective methods and strategies for large-scale implementation and sustainability of evidence-based secondary transition practices. The <i>Transition Tool Kit</i> will be the fourth iteration of the U.S. Department of Education's <i>Tool Kit on Teaching and Assessing Students With Disabilities</i>.</p> <p>http://www.osepideasthatwork.org/toolkit</p>

OFFICE OF SPECIAL EDUCATION PROGRAMS (OSEP)

COMPONENT	TITLE/DESCRIPTOR	DESCRIPTION/NARRATIVE
OSEP, RTP	Summary of Performance (SOP) Workgroup	<p>A requirement under <i>IDEA</i>, the SOP document ensures that a student exiting secondary education has a summary of his or her academic achievement and functional performance, which must include recommendations on how to assist the child in meeting his or her postsecondary goals. An intra-OSERS workgroup (OAS/MSIP/RTP/RSA) has been created to address and encourage the use of SOPs by school professionals, rehabilitation services professionals, institutions of higher education (IHEs) and employers.</p> <p>For SOP technical assistance resources, visit http://www.nsttac.org.</p>
OSEP, OESE	The National High School Center (FY 2005–09)	<p>Grantee: American Institutes for Research, Washington, D.C.</p> <p>The National High School Center serves as a central source of in-depth knowledge, expertise and analysis on high school improvement. The center is jointly funded by OSEP and OESE.</p> <p>http://www.betterhighschools.org</p>

REHABILITATION SERVICES ADMINISTRATION (RSA)

COMPONENT	TITLE/DESCRIPTOR	DESCRIPTION/NARRATIVE
RSA, State Monitoring and Program Improvement Division (SMPID)	On-site Monitoring Reviews	<p>RSA conducts periodic reviews of all Title I, VI and VII Part B programs. Annual reviews are mandated by Section 107 of the <i>Rehabilitation Act of 1973</i>, as amended. RSA staff may review and monitor transition services to gather information in relation to service delivery, case management, quality assurance, data collection and fiscal expenditures for transitioning youth to determine the impact on high-quality employment outcomes for youth. The State Monitoring Reports include observations, recommendations, agency responses and technical assistance to be provided.</p> <p>http://www.ed.gov/rschstat/eval/rehab/monitoring.html</p>
RSA, SMPID	State Plan for Vocational Rehabilitation Services and Supplement for the Supported Employment Services	<p>State VR agencies are required to submit a state plan describing how they administer the VR and Supported Employment programs in their states. Attachments 4.8(b)(1)-(4)—Cooperation, collaboration and coordination; Attachment 4.8(b)(1)—Cooperation with agencies not carrying out activities under the Statewide Workforce Investment System (Section 101(a)(11)(C) of the Act); and Attachment 4.8(b)(2)—Coordination with Education Officials (Section 101(a)(11)(D) of the act) are specific to services for youth.</p> <p>http://www.ed.gov/about/offices/list/osers/rsa/products.html</p>
RSA, SMPID	Annual Review Reports (ARRs)	<p>In order to provide state VR agencies, disability advocates, VR consumers and service providers and other VR stakeholders with information on the performance of the federal and state VR programs, RSA has published the ARRAs, which include transition data for each of the 80 state VR agencies.</p> <p>http://www.ed.gov/about/offices/list/osers/rsa/products.html</p> <p>http://rsamis.ed.gov</p>
RSA, SMPID	Quick Tables	<p>RSA's Management Information System (MIS) serves as a repository for data and information for each of the 80 state VR agencies. The Quick Tables include 45 tables for VR and are used to analyze the performance of state VR agencies. Tables include data about specific agencies and enable a user to sort data to make comparisons across agencies and at the national level. The Quick Tables include transition-age youth's employment outcomes.</p> <p>http://rsamis.ed.gov</p>

REHABILITATION SERVICES ADMINISTRATION (RSA)

COMPONENT	TITLE/DESCRIPTOR	DESCRIPTION/NARRATIVE
RSA, SMPID	<ul style="list-style-type: none"> ▪ Statewide Independent Living Council (SILC) ▪ Centers for Independent Living (CILs) 	<p>RSA administers TA grants for SILCs and CILs. Many SILCs and CILs carry out projects and programs targeting transitioning youth with disabilities. CILs provide technical assistance and services to support transitioning youth with disabilities and assist SILCs as they incorporate transitioning youth services into their planning and coordination activities, particularly the State Plan for Independent Living.</p> <p>http://www.ilru.org</p>
RSA, SMPID	Dissemination of Transition Promising Practices	<p>The Department posted promising practices reported by VR agencies during the 2007 monitoring review on the RSA website.</p> <p>RSA monitored 23 state VR agencies in FY 2007 as authorized by Section 107 of the <i>Rehabilitation Act of 1973</i>, as amended. These agencies, their stakeholders and RSA identified promising practices unique to each of the agencies, providing samples of programs and services that promote the transition of youth with disabilities from school to employment.</p> <p>For contact information, summaries of the practices and links to agency websites, visit http://www.ed.gov/rschstat/eval/rehab/promising-practices/transition-age.</p>
RSA, SMPID	Evaluation of Model Transition Demonstration Projects	<p>In 2009, RSA funded an evaluation of the six Special Demonstration Projects (see next page) to determine the extent to which they are successful in providing transition services to young people with disabilities.</p>

REHABILITATION SERVICES ADMINISTRATION (RSA)

COMPONENT	TITLE/DESCRIPTOR	DESCRIPTION/NARRATIVE
RSA, Training and Services Program Division (TSPD)	Longitudinal Study of the Vocational Rehabilitation Services Program	<p>The Longitudinal Study of the Vocational Rehabilitation Services Program was initiated in 1992. It was conducted by Research Triangle Institute (RTI) International. The study's broad purpose was to assess the performance of the VR program in assisting eligible individuals to achieve positive, sustainable economic and non-economic outcomes as a result of their receipt of VR services. This study, which tracked VR participation and post-VR experiences of approximately 8,500 participants (for up to three years), was designed to answer questions associated with consumers' outcomes. A supplemental report related to youth receiving VR services was included in this study. It remains a major source of information on transition outcomes.</p> <p>To view this report, visit http://www.ed.gov/about/offices/list/osers/rsa/products.html.</p>
RSA, TSPD	Special Demonstration Projects	<p>In FY 2007, RSA funded six Special Demonstration Projects to provide funding to assist with transition services for young people with disabilities. These projects were</p> <ol style="list-style-type: none"> (1) Maryland Seamless Transition Collaborative; (2) Massachusetts Transition Works; (3) Youth Employment Services (S.C.); (4) Project ACCESS: Accelerated Career Counseling and Employment Support Services (Ore.); (5) Promoting Rehabilitation and Education Results through State, Regional and Local Collaboration (Ohio); and (6) Pennsylvania Community on Transition.
RSA, TSPD	Special Demonstration Projects—Parent Information and Training Centers	<p>RSA funds eight projects focused on helping families prepare youth with disabilities for employment and independent living: seven centers for assisting parents directly and one coordinating and technical assistance (TA) center. Each of these projects supports transition to employment. Project funding was awarded to</p> <ol style="list-style-type: none"> (1) Family Network on Disabilities of Florida, Inc.—Transition, Independent Living, Employment, Supports (TILES) (Fla.); (2) Next Steps (Va.); (3) Partners in Rehabilitation and Independence in Maine; (4) WIN-MILL (Wisconsin, Indiana, Michigan, Illinois) project (Ill.);

REHABILITATION SERVICES ADMINISTRATION (RSA)

COMPONENT	TITLE/DESCRIPTOR	DESCRIPTION/NARRATIVE
		(5) Supporting Transition to Engaged Lives by Linking Agency Resources (STELLAR) (Mo.);
		(6) PACER Center (Parent Advocacy Coalition for Educational Rights) (Minn.);
		(7) <i>SOAR!</i> (Calif.); and
		(8) PACER Center (Minn.), for the TA coordinating center.

NATIONAL INSTITUTE ON DISABILITY AND REHABILITATION RESEARCH (NIDRR)

COMPONENT	TITLE/DESCRIPTOR	DESCRIPTION/NARRATIVE
NIDRR	State-of-the-Science Conference on Postsecondary Education and Individuals with Intellectual Disabilities	<p>This conference on Oct 28-29, 2010, focused on postsecondary education for students with intellectual disabilities. The purpose of the conference was to provide a forum for discussions of the current state of research and practice in the field. Expected outcomes were</p> <p>(1) a better understanding of existing postsecondary education programs for students with intellectual disabilities; and</p> <p>(2) recommendations for future research designed to yield findings that will be useful in shaping federal efforts to improve access to postsecondary education as envisioned by Congress and made law in 2008 with the reauthorization of the <i>Higher Education Opportunity Act</i>.</p> <p>For conference website, with presentations and proceedings, visit http://www.sscsid.com.</p>
NIDRR	Learning and Working During the Transition to Adulthood (FY 2009–13)	<p>Grantee: University of Massachusetts Medical School, Worcester, Mass.</p> <p>The center will develop and conduct state-of-the-art rigorous research on the education and work experiences of 14–30 year olds with disabilities and translate findings into knowledge for the field. The research will be informed by consumer and family input and be carried out in real-world settings. It will be designed to</p> <p>(1) help with the rapid development of new interventions for the school-to-work transition;</p> <p>(2) contribute to new knowledge about interventions for the above-mentioned population who are from disadvantaged backgrounds; and</p> <p>(3) improve coordination between child and adult mental health services.</p> <p>The translation of this knowledge will expedite capacity-building for service providers and the movement of findings into practice and policy.</p> <p>http://www.naric.com/research/record.cfm?search=1&type=all&criteria=transition%20age%20youth&phrase=no&rec=2199</p>
NIDRR	Rehabilitation Research and Training Center for Pathways to Positive Futures: Supporting Successful Transition for Youth and Young Adults with Serious	<p>Grantee: Portland State University, Portland, Ore.</p> <p>This project incorporates research, targeted training, and dissemination while adhering to a single conceptual framework of synthesizing research to guide intervention approaches. This framework focuses on helping youth and young adults with serious mental</p>

NATIONAL INSTITUTE ON DISABILITY AND REHABILITATION RESEARCH (NIDRR)

COMPONENT	TITLE/DESCRIPTOR	DESCRIPTION/NARRATIVE
	Mental Health Conditions (FY 2009–13)	<p>health conditions build assets in the areas of</p> <ol style="list-style-type: none"> (1) self-determination and positive identity; (2) youth- and young adult-directed decision making; (3) skills for adult roles; and (4) supportive relationships with peers and adults. <p>The eight research projects (R1-R8) employ randomized controlled trial design. They focus on testing the efficacy of an intervention approach to improve outcomes for transition-age youth and young adults with serious mental health conditions.</p> <p>http://www.naric.com/research/record.cfm?search=1&type=all&criteria=transition%20age%20youth&phrase=no&rec=2198</p>
NIDRR	Community Integration for Individuals with Disabilities, Strengthening Family and Youth Participation in Child and Adolescent Mental Health Services (FY 2004–09)	<p>Grantee: Portland State University, Portland, Ore.</p> <p>This Rehabilitation Research and Training Center (RRTC) conducts research, training and technical assistance activities to study and promote effective, community-based, culturally competent, family-centered, individualized and strength-based services for children and youth with emotional or behavioral disorders and their families. Projects include</p> <ol style="list-style-type: none"> (1) Community Integration (CI) of Transition-Age Youth; (2) Transition to Independence: Outcomes of School-Based Support for Youth with Mental Health and Developmental Disabilities; (3) Achieve My Plan (AMP); (4) Work-Life Integration; (5) Transforming Transitions to Kindergarten; and (6) Practice-Based Evidence: Building Effectiveness from the Ground Up. <p>http://www.naric.com/research/record.cfm?search=1&type=all&criteria=Community%20Integration%20for%20Individuals%20with%20Disabilities%20Strengthening%20Family%20and%20Youth%20Participation%20in%20Child%20and%20Adolescent%20Mental%20Health%20Services&phrase=no&rec=1458</p>
NIDRR	Transition Services That Lead to Competitive Employment Outcomes for Transition-age Individuals with	<p>Grantee: Mississippi State University, Mississippi State, Miss.</p> <p>This Disability and Rehabilitation Research Program (DRRP) conducts scientifically based research on</p>

NATIONAL INSTITUTE ON DISABILITY AND REHABILITATION RESEARCH (NIDRR)

COMPONENT	TITLE/DESCRIPTOR	DESCRIPTION/NARRATIVE
	Blindness or Other Visual Impairments (FY 2007–09)	<p>transition services that lead to competitive employment outcomes for transition-age individuals with blindness or other visual impairments. The project includes four major research projects and a plan of dissemination.</p> <p>http://www.naric.com/research/record.cfm?search=1&type=all&criteria=Transition%20Services%20that%20Lead%20to%20Competitive%20Employment%20Outcomes%20for%20TransitionAge%20Individuals%20with%20Blindness%20or%20Other%20Visual%20Impairments&phrase=no&rec=1738</p>
NIDRR	Opening Doors for Children With Disabilities and Special Health Care Needs (FY 2006–10)	<p>Grantee: Children's Hospital, Boston</p> <p>This RRTC for children with disabilities who have special health care needs tests the effectiveness of two intensive interventions, which are</p> <ol style="list-style-type: none"> (1) integrated transition planning, and (2) community participation in recreation and fitness. <p>This RRTC seeks to demonstrate the viability of a screening tool to promote access to services and supports for traditionally underserved communities.</p> <p>http://www.naric.com/research/record.cfm?search=1&type=all&criteria=Opening%20Doors%20for%20Children%20with%20Disabilities%20and%20Special%20Health%20Care%20Needs&phrase=no&rec=1643</p>
NIDRR	Improve the Employment Outcomes for the Low Functioning Deaf (LFD) Population (FY 2006–09)	<p>Grantee: University of Arkansas, Little Rock, Ark.</p> <p>This DRRP conducts a program of theory-driven research to improve employment outcomes for the Low Functioning Deaf (LFD) population. The success of the research and dissemination efforts is insured by inclusion of five state rehabilitation partners, including providers, policymakers and administrators from VR, community service agencies and school- and community-based transition programs.</p> <p>http://www.naric.com/research/record.cfm?search=1&type=all&criteria=Improve%20the%20Employment%20Outcomes%20for%20the%20Low%20Functioning%20Deaf%20LFD%20Population&phrase=no&rec=1716</p>
NIDRR	Great Lakes ADA Center (FY 2006–10)	<p>Grantee: University of Illinois at Chicago, Ill.</p> <p>This Disability and Business Technical Assistance Center (DBTAC) promotes awareness of the <i>Americans with Disabilities Act of 1990 (ADA)</i>, as amended, to targeted audiences through provision of technical assistance, training and material dissemination regarding the <i>ADA</i>. In addition, the center engages in</p>

NATIONAL INSTITUTE ON DISABILITY AND REHABILITATION RESEARCH (NIDRR)

COMPONENT	TITLE/DESCRIPTOR	DESCRIPTION/NARRATIVE
		<p>rigorous, research-related activities focused on the</p> <ol style="list-style-type: none"> (1) employment of people with disabilities; and (2) impact that individual knowledge and experience with the utilization of technology in postsecondary education have on the employment outcomes of individuals with disabilities as they transition from postsecondary education to employment. <p>http://www.naric.com/research/record.cfm?search=1&type=all&criteria=Great%20Lakes%20ADA%20Center&phrase=no&rec=1728</p>
NIDRR	Workplace Supports and Job Retention (FY 2004–08)	<p>Grantee: Virginia Commonwealth University, Richmond, Va.</p> <p>The purpose of this RRTC is to study supports for assisting persons with disabilities to maintain employment and advance their careers. Research includes two long-term prospective randomized experimental control research projects for determining</p> <ol style="list-style-type: none"> (1) the efficacy of public/private partnerships; and (2) the efficacy of business mentoring and career-based interventions with college students with disabilities. <p>http://www.naric.com/research/record.cfm?search=1&type=all&criteria=Workplace%20Supports%20and%20Job%20Retention&phrase=no&rec=1467</p>
NIDRR	A Survey of Postsecondary Disability Services Use by Students With Psychiatric Disability (FY 2008)	<p>Grantee: Anne P. Sullivan-Soydan, Sc.D.</p> <p>This research study, funded by the Mary E. Switzer Fellowship, has three project objectives, which are</p> <ol style="list-style-type: none"> (1) to document services provided by postsecondary campus-based disability support services (DSS) offices across the 10 federal regions; (2) to explore faculty perspectives on the needs and impact of students with serious psychiatric disabilities; and (3) to disseminate study findings to the fields of mental health, postsecondary education and rehabilitation counseling, using print, Web-based and presentation formats. <p>http://www.naric.com/research/record.cfm?search=1&type=all&criteria=H133F080030&phrase=no&rec=1858</p>
NIDRR	A Center on Postsecondary Education for Students	<p>Grantee: Institute on Community Inclusion, University of Massachusetts Boston, Boston</p> <p>This center conducts research and disseminates</p>

NATIONAL INSTITUTE ON DISABILITY AND REHABILITATION RESEARCH (NIDRR)

COMPONENT	TITLE/DESCRIPTOR	DESCRIPTION/NARRATIVE
	with Intellectual Disabilities (FY 2008–10)	<p>information on promising practices that support individuals with intellectual disabilities (ID) to access inclusive postsecondary education resulting in improved long-term independent living and employment outcomes. Additionally, the center addresses the gaps in knowledge about the participation of individuals age 13–26 with ID in postsecondary education programs by</p> <ol style="list-style-type: none">(1) conducting a national survey to collect new national data from postsecondary programs that serve students with ID to identify key characteristics in areas such as recruitment, retention, college course access, and use of accommodations and promising practices of postsecondary education programs at community colleges, vocational-technical schools, and four-year colleges that currently serve students with ID, including dual enrollment programs;(2) conducting a secondary analysis using three existing national longitudinal datasets to determine whether variations in educational, vocational, employment, and independent living outcomes for students with ID are associated with participation in different types of postsecondary education programs;(3) compiling existing and developing new technical assistance materials, including replicable promising practices for postsecondary education institutions that are developing new or expanding existing services and programs for students with ID; and(4) disseminating both new and existing technical assistance and informational materials in partnership with existing training and technical assistance providers, including the NIDRR research and dissemination centers, to all key stakeholders including students with ID and their families. The Institute for Community Inclusion works in collaboration with TransCen, Inc. <p>http://www.naric.com/research/record.cfm?search=1&type=all&criteria=A%20Center%20on%20Postsecondary%20Education%20for%20Students%20with%20Intellectual%20Disabilities&phrase=no&rec=1933</p>

NATIONAL INSTITUTE ON DISABILITY AND REHABILITATION RESEARCH (NIDRR)

COMPONENT	TITLE/DESCRIPTOR	DESCRIPTION/NARRATIVE
NIDRR	Developing College Campuses as Transition Settings for Students with Severe and Multiple Disabilities Aged 18–21 (FY 2008–10)	<p>Grantee: Kent State University, Kent, Ohio</p> <p>This project is designed to address the need for sustainable community-based programs for students with severe and multiple disabilities (SMD) aged 18–21 by using the college campus as a transition setting for students with SMD. It also addresses the need for SMD transition professionals to obtain skills in the areas of person-centered planning, community partnering and interagency collaboration.</p> <p>http://www.naric.com/research/record.cfm?search=1&type=all&criteria=Developing%20College%20Campuses%20as%20Transition%20Settings%20for%20Students%20with%20Severe%20and%20Multiple%20Disabilities%20Aged%2018%20-%2021&phrase=no&rec=1909</p>
NIDRR	Vocational Rehabilitation Service Models for Individuals with Autism Spectrum Disorders (VCU ASD Career Links) (FY 2008–12)	<p>Grantee: Virginia Commonwealth University, Richmond, Va.</p> <p>VCU ASD Career Links conducts evidence-based research on VR service models for individuals with Autism Spectrum Disorders (ASD). The project is based at Virginia Commonwealth University (VCU) and is a collaborative initiative between VCU and the Virginia Department of Rehabilitative Services (DRS). While the primary target population is persons with ASD, there is an emphasis on youth and young adults who are unemployed, underemployed or underserved in postsecondary education.</p> <p>http://www.naric.com/research/record.cfm?search=1&type=all&criteria=Vocational%20Rehabilitation%20Service%20Models%20for%20Individuals%20with%20Autism%20Spectrum%20Disorders%20VCU%20ASC%20Career%20Links&phrase=no&rec=1897</p>
NIDRR	SEDL's Vocational Rehabilitation Service Models for Individuals with Autism Spectrum Disorders (FY 2008–12)	<p>Grantee: SEDL, Austin, Texas</p> <p>For this project, the grantee (SEDL) partners with the Center for Autism and Related Disabilities at the University of Central Florida (UCF CARD) to create a knowledge translation initiative to address the growing need for improvement in vocational rehabilitation (VR) and transition services for persons with ASD. SEDL and UCF CARD conduct a multifaceted set of research activities to identify and document VR and transitional behavior management practices that are linked to employment successes for people with ASD.</p> <p>http://www.naric.com/research/record.cfm?search=1&type=all&criteria=h133a080007&phrase=no&rec=1896</p>

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U.S. DEPARTMENT OF EDUCATION RESOURCES FOR TRANSITION TO ADULTHOOD

U.S. DEPARTMENT OF EDUCATION

400 Maryland Ave., SW
Washington, DC 20202

<http://www.ed.gov>

800-872-5327 (Voice)
800-437-0833 (TTY)

INSTITUTE OF EDUCATION SCIENCES NATIONAL CENTER FOR SPECIAL EDUCATION RESEARCH

202-219-2000 (Voice)
202-205-7561 (TTY)
202-219-2159 (Fax)

<http://ies.ed.gov>
<http://ncser.ed.gov>

As the U.S. Department of Education's primary research arm, the Institute of Education Sciences (IES) advances the rigor, relevance and usefulness of education research. *IDEA* requires that children with unique needs receive specially designed instruction. IES' National Center for Special Education Research (NCSEER) meets this promise by systematically exploring how to best design instruction to meet the needs of each child with a disability. As specified under Title II of *IDEA*, NCSEER'S mission is to

- (1) sponsor research to expand knowledge and understanding of the needs of infants, toddlers and children with disabilities in order to improve the developmental, educational and transitional results of such individuals;
- (2) sponsor research to improve services provided under, and support the implementation of, *IDEA* (20 U.S.C. 1400 et seq.); and
- (3) evaluate the implementation and effectiveness of *IDEA* in coordination with the National Center for Education Evaluation and Regional Assistance (NCEEER).

NCSEER has sponsored numerous research projects related to secondary transition and post-school outcomes, including the National Longitudinal Transition Study-2 (NLTS-2).

OFFICE FOR CIVIL RIGHTS

800-421-3481 (Voice)
877-521-2172 (TDD)
202-245-6840 (Fax)

<http://www.ed.gov/about/offices/list/ocr>

The mission of the Office for Civil Rights (OCR) is to ensure equal access to education and to promote educational excellence throughout the nation through vigorous enforcement of civil rights. OCR serves student populations facing discrimination and the advocates and institutions promoting systemic solutions to civil rights problems. An important responsibility of OCR is to resolve complaints of discrimination. Agency-initiated cases, typically called "compliance reviews," permit OCR to target resources on compliance problems that appear particularly acute. OCR also provides technical assistance to help institutions achieve voluntary compliance with the civil rights laws it enforces. An important part of OCR's technical assistance is partnerships designed to develop creative approaches to preventing and addressing discrimination. OCR provides guidance and technical assistance materials to institutions through letters, pamphlets and other materials.

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

202-401-0113 (Voice)
202-205-0310 (Fax)

<http://www.ed.gov/about/offices/list/oes>

The mission of the Office of Elementary and Secondary Education (OESE) is to promote academic excellence, enhance educational opportunities and equity for all of America's children and families, and improve the quality of K–12 teaching and learning by providing leadership, technical assistance and financial support. OESE is responsible for directing, coordinating and recommending policy for programs designed to:

- (1) assist state and local educational agencies to improve the achievement of elementary and secondary school students;
- (2) help ensure equal access to services leading to such improvement for all children, particularly children who are educationally disadvantaged, Native American children, children of migrant workers or children who are homeless;
- (3) foster educational improvement at the state and local levels; and
- (4) provide financial assistance to local educational agencies whose local revenues are affected by federal activities.

OFFICE OF INNOVATION AND IMPROVEMENT

202-205-4500 (Voice)
202-401-4123 (Fax)

<http://www.ed.gov/about/offices/list/oii>

The Office of Innovation and Improvement (OII) is a nimble, entrepreneurial arm of the U.S. Department of Education that makes strategic investments in innovative educational practices through two dozen discretionary grant programs and coordinates the public school choice provisions of the *Elementary and Secondary Education Act (ESEA)* as amended by *NCLB*. It also serves as the Department's liaison and resource to the nonpublic education community through its Office of Non-Public Education (ONPE). Additionally, OII administers a number of teacher-quality programs. OII helps to develop guidance on provisions and programs related to its work under *NCLB*. Finally, it regularly disseminates information on innovative programs and practices through the *Innovations in Education* series of studies and a monthly e-newsletter, *The Education Innovator*, both of which can be accessed on the OII website.

OFFICE OF POSTSECONDARY EDUCATION

202-502-7750 (Voice)
202-502-7677 (Fax)

<http://www.ed.gov/about/offices/list/ope>

The Office of Postsecondary Education (OPE) formulates federal postsecondary education policy and administers programs that address critical national needs in support of the Department of Education's mission to increase access to quality postsecondary education. OPE includes two major components:

- (1) Policy, Planning and Innovation (PPI) develops postsecondary education policy and legislative proposals and is responsible for budget formulation and forecasting for programs administered by OPE. PPI leads OPE's strategic planning and is responsible for developing program performance measures; and
- (2) Higher Education Programs (HEP) administers programs that increase access to postsecondary education for disadvantaged students, strengthen the capacity of colleges and universities serving a high percentage of disadvantaged students, provide teacher and student development resources, and increase expertise in foreign languages and area or international studies.

OFFICE OF VOCATIONAL AND ADULT EDUCATION

202-245-7700 (Voice)

<http://www.ed.gov/about/offices/list/ovae>

202-245-7838 (Fax)

The Office of Vocational and Adult Education (OVAE) administers programs related to adult education and literacy, career and technical education and community colleges. The Division of Adult Education and Literacy is responsible for enabling adults to acquire the basic skills they need to be productive workers, family member and citizens. The Division of Academic and Technical Education is responsible for helping all students acquire challenging academic and technical skills and be prepared for high-skill, high-wage and high-demand occupations in the 21st century global economy. In addition, OVAE provides national leadership to strengthen the role of community colleges in expanding access to postsecondary education for youth and adults and advancing workforce development.

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OTHER FEDERAL RESOURCES

NATIONAL COUNCIL ON DISABILITY

1331 F St., NW
Washington, DC 20004

<http://www.ncd.gov>
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202-272-2074 (TTY)
202-272-2022 (Fax)

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES

200 Independence Ave., SW
Washington, DC 20201

<http://www.hhs.gov>
877-696-6775 (Voice)

U.S. DEPARTMENT OF JUSTICE

950 Pennsylvania Ave., NW
Washington, DC 20530-0001

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202-514-0383 (TTY)

U.S. DEPARTMENT OF LABOR

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Washington, DC 20210

<http://www.dol.gov>
866-4-USA-DOL (Voice)
877-889-5627 (TTY)
202-693-7888 (Fax)

U.S. EQUAL EMPLOYMENT OPPORTUNITY COMMISSION

1801 L St., NW
Washington, DC 20507

<http://www.eeoc.gov>
202-669-4900 (Voice)
800-669-6820 (TTY)

U.S. SOCIAL SECURITY ADMINISTRATION

Office of Public Inquiries
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800-325-0778 (TTY)

U.S. DEPARTMENT OF TRANSPORTATION

1200 New Jersey Ave., SE
Washington, DC 20590

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The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

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