U.S. DEPARTMENT OF EDUCATION

TRANSITION ACTIVITIES IN THE OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES

2017

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U.S. DEPARTMENT OF EDUCATION

OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES

U.S. Department of Education
Betsy DeVos
Secretary

Office of Special Education and Rehabilitative Services
Kimberly M. Richey
Acting Assistant Secretary

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You can access this document on the Department's website at
https://www2.ed.gov/about/offices/list/osers/transition/products/
osers-transition-directory-2017.pdf.

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CONTENTS

ACRONYMS

APR	Annual Performance Report
CPRC	Community Parent Resource Center
ESSA	*Every Student Succeeds Act*
FOIA	*Freedom of Information Act*
FY	Fiscal Year
HEP	Higher Education Programs
IDEA	*Individuals with Disabilities Education Act*
IES	Institute for Education Sciences
LEA	Local Educational Agency
MSIP	Monitoring and State Improvement Planning
NCEERA	National Center for Education Evaluation and Regional Assistance
NCSER	National Center for Special Education Research
NLTS-2012	National Longitudinal Transition Study-2012
OAS	Office of the Assistant Secretary
OCR	Office for Civil Rights
OCTAE	Office of Career Technical and Adult Education
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
PPI	Policy, Planning and Innovation
PSS	Program Support Staff
PSSG	Program Support Services Group

PTI	Parent Training and Information Center
RDA	Results Driven Accountability
RSA	Rehabilitation Services Administration
RTP	Research to Practice Division
SEA	State Educational Agency
SMPID	State Monitoring and Program Improvement Division
SPP	State Performance Plan
TA	Technical Assistance
TDD	Telecommunications Device for the Deaf
TSPD	Training and Services Program Division
TTY	Teletypewriter
VCO	Voice Carry Over
VR	Vocational Rehabilitation
WIOA	*Workforce Innovation and Opportunity Act*

INTRODUCTION

The mission of the Office of Special Education and Rehabilitative Services (OSERS) is to improve early childhood, educational, and employment outcomes, and to raise expectations for all people with disabilities, their families, their communities, and the nation. OSERS administers programs that help educate children and youth with disabilities and provides for the rehabilitation of youth and adults with disabilities.

For decades, the transition of youth with disabilities from school to adult life has received high priority from OSERS' offices, which include the Office of the Assistant Secretary (OAS), the Office of Special Education Programs (OSEP), and the Rehabilitation Services Administration (RSA). 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. Representatives from OAS, OSEP, and RSA are on the Steering Committee.

OAS: Laurel Nishi   **OSEP:** David Guardino   **RSA:** Roseann Ashby
        Jessica Spataro   David Emenheiser   Felipe Lulli
                      Genee Norbert   Janette Shell
                      Corinne Weidenthal   Tonya Stellar

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. 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.
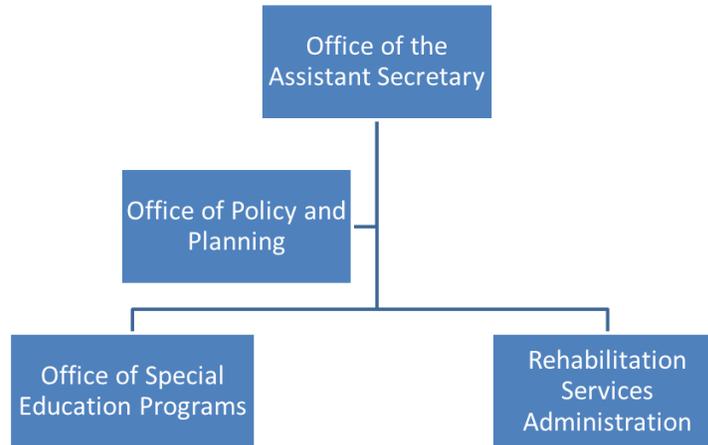
This 2017 publication describes present and upcoming OSERS transition activities, such as projects supporting students and youth with disabilities served by State agencies, written products offering technical assistance (TA), and presentations at conferences facilitating the exchange of information among transition partners. It is intended to be used as a reference tool 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 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.

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[1] This document was last updated on October 12, 2017.

For more information on OSERS transition-related activities, please go to
https://www2.ed.gov/about/offices/list/osers/transition/index.html.

ORGANIZATIONAL STRUCTURE OF THE OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES

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    │                  │    │ Administration  │
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- 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 Service on program budget matters. In addition, OPP establishes and monitors the OSERS annual schedule of grant and contract activities.

- The **Office of Special Institutions** within OAS has oversight responsibility for the American Printing House for the Blind, Gallaudet University, Helen Keller National Center, and the National Technical Institute for the Deaf. The office has responsibility to monitor these four Special Institutions to ensure compliance with their respective authorizing legislation, the *Education of the Deaf Act* of 1986 and the *Act to Promote the Education of the Blind* of March 3, 1879. The office serves as the Department's principal liaison to the Institutions and ensures that federal funds appropriated to the Institutions are used appropriately. Responsibilities include assignments, which cover broad program analyses, evaluation, improvement, innovation, policy interpretation and formulation for school-age, postsecondary, adult, continuing and career education programs for children and youth with disabilities enrolled in or served by these Institutions.

- The mission of the **Office of Special Education Programs (OSEP)** is to lead the nation's efforts to improve outcomes for children with disabilities, birth through 21, and their families, ensuring access to fair, equitable, and high-quality education and services. 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 is comprised of the following three divisions:

- 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 *IDEA* Part B, Part C, 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. 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.

- The **Rehabilitation Services Administration (RSA)** oversees grant programs that help individuals with physical or mental disabilities to obtain competitive integrated employment and live more independently. Specifically, RSA's vocational rehabilitation formula grant program, authorized under the *Rehabilitation Act* of 1973, as amended by Title IV of the *Workforce Innovation and Opportunity Act*, 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. Pre-employment transition services are available Statewide to students with disabilities, regardless of whether the student has applied or been determined eligible for VR services. Individualized VR services are provided in accordance with an individualized plan for employment that is jointly developed by the individual with a disability and his or her VR counselor, and representative as appropriate, 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 is comprised of the following three divisions:

- 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 five 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 students and youth with disabilities. SMPID is divided into four functional units and five State teams.

- The **Training and Services Program Division (TSPD)** administers five programs under two statutes: the *Rehabilitation Act of 1973*, as amended, and the *Randolph-Sheppard Act*. The programs are a mix of discretionary grants and direct appropriations. TSPD houses two units.

OSERS TRANSITION ACTIVITIES, BY COMPONENT[2]

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

COMPONENT	TITLE/DESCRIPTOR	DESCRIPTION/NARRATIVE
OPP, OSEP, RSA	**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, RSA	**A Transition Guide to Postsecondary Education and Employment for Students and Youth with Disabilities**	OSERS published *A Transition Guide to Postsecondary Education and Employment for Students and Youth with Disabilities* to advance efforts in ensuring that all students and youth with disabilities are equipped with the skills and knowledge to be engaged in the 21st Century workforce. This transition guide addresses topics to facilitate a seamless transition from school to post-school activities. This guide also includes real life examples, a sample flow chart of the transition process, and a glossary of key terms used in the transition process https://www2.ed.gov/about/offices/list/osers/transition/products/postsecondary-transition-guide-may-2017.pdf

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[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 more than one component office participated equally as leads, all are identified.

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

COMPONENT	TITLE/DESCRIPTOR	DESCRIPTION/NARRATIVE
OAS, Office of Special Institutions	**Helen Keller National Center (HKNC)**	The Helen Keller National Center (HKNC) provides training and resources to individuals ages 16 and over who have combined vision and hearing loss. Annually it provides services to high school students through the following programs: • Young Adult Summer Seminar exploring ways to achieve and successful college experiences competitive integrated employment through a variety of individualized and team-building activities. • Summer Assessment helping students to maximize learning in the final years of high school through vocational assessments in functional work settings as well as adaptive technology, communication, independent living, orientation and mobility, audiology, and low vision. • Summer Youth Vocational Program engaging students in career exploration and community based work experiences, including self- determination, advocacy, and interviewing skills. • The Independent Living department offers individualized and group training sessions to individuals to acquire new skills in adaptive and tactual techniques for safe cooking and household cleaning, meal preparation, daily living skills, organization of foods, household and personal needs, assistive devices for home use and community interactions. The Supported Independent Living Experience program offers individualized training in five on-site apartments consisting of a kitchen, living room, bedroom, and bathroom. Staff is available twenty-four hours a day to support an individual's training in a functional learning environment. https://www.helenkeller.org/hknc

OFFICE OF SPECIAL EDUCATION PROGRAMS (OSEP)

COMPONENT	TITLE/DESCRIPTOR	DESCRIPTION/NARRATIVE
OSEP, MSIP	**Results-Driven Accountability**	OSEP's vision for Results-Driven Accountability (RDA) is that OSEP will target its work and investments to best support States in improving results for infants, toddlers, children, and youth with disabilities. RDA's three components include: 1) State Performance Plan/Annual Performance Reports (SPP/APR), which measures results and compliance and includes State Systematic Improvement Plans (SSIPs) designed to improve outcomes in targeted areas; 2) determinations, which reflect State performance on results, as well as compliance; and 3) differentiated monitoring and support for all States, but especially low performing States. The Core Principles—partnership; transparency; improve outcomes; protect rights; differential incentives, supports, and interventions; focus resources; and responsive— guide OSEP's RDA work. https://www2.ed.gov/about/offices/list/osers/osep/rda/index.html
OSEP, MSIP	**GRADS360**	This website provides comprehensive guidance to assist State educational agencies (SEAs) and local educational agencies (LEAs) in implementing the requirements of the *IDEA*. Information and materials are also provided on the SPP/APR, 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. http://osep.grads360.org

OFFICE OF SPECIAL EDUCATION PROGRAMS (OSEP)

COMPONENT	TITLE/DESCRIPTOR	DESCRIPTION/NARRATIVE
OSEP, RTP	**The Technical Assistance and Dissemination Network**	The Technical Assistance and Dissemination Network (TA&D) includes approximately 30 Centers funded by OSEP. These projects provide information and technical assistance to States, schools, educational professionals, and families on various topics including secondary transition and post-school outcomes. https://www.osepideasthatwork.org/find-center-or-grant/find-a-center
OSEP, RTP	**National Center for Systemic Improvement (FY 2013–2018)**	Grantee: WestEd The National Center for Systemic Improvement (NCSI) provides States with technical assistance to support their school districts and local early intervention service programs in improving education results and functional outcomes for children with disabilities. The center supports States to build capacity in four major areas: data use, knowledge utilization, systems change, and communication and collaboration. Technical assistance is provided at three levels: • Universal technical assistance—designed to support all States • Targeted technical assistance—for specific States identified by OSEP as needing assistance • Intensive technical assistance—for a select number of States that have been identified as having long-standing challenges in reaching desired outcomes for children with disabilities http://ncsi.wested.org

OFFICE OF SPECIAL EDUCATION PROGRAMS (OSEP)

COMPONENT	TITLE/DESCRIPTOR	DESCRIPTION/NARRATIVE

OSEP, RTP and RSA, TSPD	**National Technical Assistance Center on Transition**
	
	(FY2014–2019)
		Grantee: University of North Carolina at Charlotte
		
		The National Technical Assistance Center on Transition's (NTACT) purpose is to assist SEAs, LEAs, State VR agencies, and VR service providers in implementing evidence-based and promising practices ensuring students with disabilities, including those with significant disabilities, graduate prepared for success in postsecondary education and employment. NTACT's four major activities include:
		
		    (a) knowledge development;
		
		    (b) TA and dissemination;
		
		    (c) leadership and coordination; and
		
		    (d) evaluation.
		
		http://transitionta.org

OSEP, RTP	**National Deaf Center** **(FY2016–2020)**	Grantee: The University of Texas at Austin The National Deaf Center (NDC) provides 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. https://www.nationaldeafcenter.org

OFFICE OF SPECIAL EDUCATION PROGRAMS (OSEP)

COMPONENT	TITLE/DESCRIPTOR	DESCRIPTION/NARRATIVE
OSEP, RTP	**Parent Training and Information Centers** **(FY2014–2019 or FY2015–2020)** **Community Parent Resource Centers** **(FY2016–2021 or FY2017–2021)**	Grantee: Multiple Parent Training and Information Centers (PTI) and Community Parent Resource Centers (CPRC) 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. "Find Your Parent Center" by using the tab at: http://www.parentcenterhub.org.
OSEP, RTP	**Center for Parent Information and Resources** **(FY2013–2018)**	Grantee: Statewide Parent Advocacy Network The Center for Parent Information and Resources (CPIR) serves as a central resource providing information and products to the community of Parent Training Information Centers and Community Parent Resource Centers. The CPIR's work enables PTIs and CPRCs to focus their efforts on providing service to families of children with disabilities. CPIR has three main objectives: • to provide PTIs and CPRCs with products and materials to support their work with families; • to increase Parent Centers' knowledge and capacity in specific domains; and • to increase the coordination of parent training efforts throughout the network. http://www.parentcenterhub.org

OFFICE OF SPECIAL EDUCATION PROGRAMS (OSEP)

COMPONENT	TITLE/DESCRIPTOR	DESCRIPTION/NARRATIVE
OSEP, RTP	**Promoting the Readiness of Minors in Supplemental Security Income** **(FY 2013–2018)**	Grantee: Multiple The Promoting the Readiness of Minors in Supplemental Security Income (PROMISE) program is an interagency collaboration of the U.S. Departments of Education (lead agency), Health and Human Services, and Labor, and the Social Security Administration. Under this grant program, State agencies have partnered to develop and implement six model demonstration projects (MDPs) that provide coordinated services and supports to youth with disabilities receiving supplemental security income (SSI) benefits and to their families in order to improve their education and career outcomes. Six model demonstration projects have been established serving a total of eleven States. https://www2.ed.gov/promise
OSEP, RTP	**PROMISE Technical Assistance Center** **(FY2014–2018)**	Grantee: Association of University Centers on Disability The PROMISE TA Center is funded to provide assistance to the six PROMISE MDPs. They provide information about interventions and supports for SSI eligible youth and their families, and facilitate communication and resource sharing among the MDPs in order to create the best possible outcomes for youth and their families. http://www.promisetacenter.org

OFFICE OF SPECIAL EDUCATION PROGRAMS (OSEP)

COMPONENT	TITLE/DESCRIPTOR	DESCRIPTION/NARRATIVE
OSEP, RTP	**Reentry of Students with Disabilities from Juvenile Justice Facilities into Education, Employment, and Community Programs** **(FY 2012–2017)**	Grantees: Arizona State University; University of Minnesota; University of Oregon This cohort of three MDPs test models to facilitate the successful reentry of youth with disabilities from juvenile justice facilities into education, employment, and community programs. Specifically, the projects are designed to reduce recidivism and to support the successful transition (e.g., high school completion, postsecondary education, and employment) of youthful offenders with disabilities. The three MDPs will report on analysis of systems change outcomes and student outcomes across projects in the fall of 2017. http://mdcc.sri.com/cohort7.html

REHABILITATION SERVICES ADMINISTRATION (RSA)

COMPONENT	TITLE/DESCRIPTOR	DESCRIPTION/NARRATIVE
RSA, SMPID	On-site Monitoring and Technical Assistance Reviews	RSA conducts periodic reviews of all Title I and VI programs. Section 107 of the *Rehabilitation Act of 1973 (Rehabilitation Act), as amended by title IV of the Workforce Innovation and Opportunity Act (WIOA)* requires RSA to conduct annual reviews and periodic on-site monitoring of programs authorized under Title I of the *Rehabilitation Act* to determine whether a VR agency is complying substantially with the provisions of its State plan under section 101 of the *Rehabilitation Act* and with evaluation standards and performance indicators established under section 106 of the *Rehabilitation Act*, which are subject to the performance accountability measures in section 116(b) of *WIOA* and 34 CFR part 361, part E. RSA staff assesses VR agency performance and TA needs related to the provision of transition services to students and youth with disabilities; pre-employment transition services to students with disabilities; and the employment outcomes achieved by students and youth with disabilities. RSA gathers information related to planning for and the delivery of transition services and pre-employment transition services; outreach; the formal interagency agreement with the SEA; case management, quality assurance, and data collection; program performance; and fiscal expenditures for students and youth with disabilities to determine the impact on competitive integrated employment outcomes for students and youth with disabilities. The State Monitoring and Technical Assistance Reports include RSA recommendations and identify areas for additional technical assistance. https://www2.ed.gov/rschstat/eval/rehab/107-reports/index.html

REHABILITATION SERVICES ADMINISTRATION (RSA)

COMPONENT	TITLE/DESCRIPTOR	DESCRIPTION/NARRATIVE
RSA, SMPID	**VR Services Portion of the *WIOA* Unified or Combined State Plan**	Under *WIOA*, States are required to submit a Unified or Combined State Plan that includes a VR services portion which describes how VR agencies administer the VR and Supported Employment programs in their States. A number of descriptions are specific to services for students and youth with disabilities and include:
		Description c— Cooperative Agreements with Agencies Not Carrying Out Activities Under the Statewide Workforce Development (Section 101(a) (11) (C) of the *Rehabilitation Act*);
		Description d— Coordination with Education Officials (Section 101(a) (11) (D) of the *Rehabilitation Act*);
		Description g— Coordination with Employers, (2.) Transition Services including Pre-Employment Transition Services for Students and Youth with Disabilities (Section 101(a) (11) (E) of the *Rehabilitation Act*);
		Description j— Statewide Assessment (Section 101(a) (15) of the *Rehabilitation Act*); and
		Description i— Goals and Priorities (Section 101(a) (25) of the *Rehabilitation Act*).
		https://rsa.ed.gov/view.cfm?rsaform=*WIOA*-VR&program=0&through=&fy=2016&state=&Go=Go

REHABILITATION SERVICES ADMINISTRATION (RSA)

COMPONENT	TITLE/DESCRIPTOR	DESCRIPTION/NARRATIVE
RSA, SMPID	**RSA Regional Trainings**	RSA held three regional meetings to provide TA on the Federal regulations implementing program-specific changes made to the State VR Services program and the State Supported Employment Services program, as well as those implementing Limitations on the Use of Subminimum Wage in new section 511 of the *Rehabilitation Act,* as amended by *WIOA*. In the regional meetings, RSA provided TA on the following areas: competitive integrated employment, employment outcomes, and limitations on the use of subminimum wage (section 511); pre-employment transition services and transition services; supported employment; and fiscal requirements. For more detail see https://www2.ed.gov/about/offices/list/osers/rsa/wioa-meetings-on-final-regs.html.
RSA, SMPID, and OSEP	**Webinar on Transition-related Changes to the VR Program Regulations**	On October 13, 2016, RSA and OSEP held a webinar for State Directors of Special Education and OSEP's national TA providers that focused specifically on transition-related changes under the *Rehabilitation Act,* as amended by *WIOA*. The webinar focused on transition-related changes to the VR program regulations, as amended by *WIOA*, including transition-related definitions specific to the provision of pre-employment transition services and transition services; the scope of pre-employment transition services, group transition services and individualized transition services; requirements of and considerations related to the formal interagency agreement between SEAs and VR agencies; and limitations on the use of subminimum wage. The OSEP website contains links to this event and other *WIOA* related TA materials. For resources and more information please visit: http://osep.grads360.org

REHABILITATION SERVICES ADMINISTRATION (RSA)

COMPONENT	TITLE/DESCRIPTOR	DESCRIPTION/NARRATIVE
RSA, SMPID, and OSEP	**CSAVR Conference Presentation**	On November 7, 2016, RSA and OSEP presented an overview of Federal regulations specific to transition services and pre-employment transition services, and provided TA on the implementation of transition-related aspects of *WIOA* amendments to the *Rehabilitation Act* at the Council of State Administrators of Vocational Rehabilitation (CSAVR). The presentation included a discussion of transition-related definitions specific to the provision of pre-employment transition services and transition services; the scope of pre-employment transition services, group and individualized transition services; and the requirements and considerations related to the formal interagency agreement between SEAs and VR agencies. For the presentation materials, please visit: https://www2.ed.gov/about/offices/list/osers/rsa/publications/csavr-2016-transition-services-and-pre-employment.pdf
RSA, SMPID	**Frequently Asked Fiscal Questions— Pre–Employment Transition Services**	RSA published responses to frequently asked questions (FAQs) on April 13, 2016, related to requirements for the coordination and provision of pre-employment transition services. The FAQs includes TA related to how to calculate the reserve requirement; tracking and reporting requirements; allowable and allocable costs; whether reserved funds can be carried over for obligation and liquidation in the subsequent Federal fiscal year; and the impact on the reserve requirement when there are two VR agencies in a State. To access this FAQ and other related TA materials, please visit: https://www2.ed.gov/programs/rsabvrs/pets-faq.html

REHABILITATION SERVICES ADMINISTRATION (RSA)

COMPONENT	TITLE/DESCRIPTOR	DESCRIPTION/NARRATIVE
RSA, SMPID	**Frequently Asked Questions— Supported Employment Services**	RSA published two FAQs on Supported Employment Services. These FAQs highlight substantial changes in the *Rehabilitation Act of 1973*, as amended by *WIOA*, and its implementing VR program and Supported Employment program regulations in 34 CFR parts 361 and 363 (see 81 FR 55629 (August 19, 2016) at https://www.federalregister.gov/d/2016-15980).
		The information in these FAQs provides general guidance and TA to VR agencies and community rehabilitation programs so that they may assist individuals with the most significant disabilities to achieve high-quality supported employment, including youth with most significant disabilities.
		The State Supported Employment Services Program FAQs were published on May 10, 2017.
		https://www2.ed.gov/programs/rsasupemp/program-faq.html
		The State Supported Employment Services Fiscal FAQs were published on August 3, 2016.
		https://rsa.ed.gov/display.cfm?pageid=589
		https://rsa.ed.gov/display.cfm?pageid=448
RSA, SMPID	**Quick Tables**	RSA's Management Information System (MIS) serves as a repository for data and information for each of the 80 State VR agencies. Quick Tables allow a user to run pre-defined tables against the data of choice by generating custom tables and graphs from MIS data, or core tables for VR agencies. The core tables are a set of 22 of the Quick Tables for VR agencies and may be used for analyzing the performance of a specific VR agency, comparisons with a peer group of selected VR agencies, or the VR program nationally.
		https://rsa.ed.gov/choose.cfm?menu=mb_quick_tables

REHABILITATION SERVICES ADMINISTRATION (RSA)

COMPONENT	TITLE/DESCRIPTOR	DESCRIPTION/NARRATIVE
RSA, TSPD	**Special Demonstration Projects— Career Pathways for Individuals with Disabilities**	Career Pathways for Individuals with Disabilities (CPID) funds collaborative models and promising practices enabling individuals with disabilities, including youth with disabilities, to access existing or new career pathways to competitive integrated employment in high-demand occupations in Georgia, Kentucky, Nebraska, and Virginia. State VR agencies enable individuals to attain training, education, and industry-recognized credentials through comprehensive supports and accommodations and partnerships with employers, secondary and postsecondary educational institutions, American Job Centers, workforce training providers, and social and human service organizations.
		http://e3georgia.org
		http://kcc.ky.gov/Office-for-the-Blind/ projectcase/Pages/default.aspx
		http://vr.nebraska.gov/pathways
		https://www.vadars.org/gsp

REHABILITATION SERVICES ADMINISTRATION (RSA)

COMPONENT	TITLE/DESCRIPTOR	DESCRIPTION/NARRATIVE
RSA, TSPD	**Special Demonstration Projects— Parent Information and Training Regional Centers**	The Parent Information and Training Regional Centers provide informational resources enabling individuals with disabilities, and the parents, family members, guardians, advocates, or other authorized representatives to engage professionals more effectively to meet the vocational, independent living, and rehabilitation needs of individuals with disabilities. Currently, RSA funds the following centers: 1. PEAK Parent Center— https://www.peakparent.org 2. Statewide Parent Advocacy Network— http://www.spanadvocacy.org 3. Open Doors for Multicultural Families— www.multiculturalfamilies.org 4. Federation for Children with Special Needs— http://fcsn.org 5. Resources for Children with Special Needs— http://www.includenyc.org 6. PACER Center—http://www.pacer.org 7. Missouri Parents Act (MPACT)— http://www.missouriparentsact.org
RSA, TSPD	**Special Demonstration Projects— Statewide Parent Advocacy Network, Inc.**	The Statewide Parent Advocacy Network (SPAN) is a national center that provides TA and coordination services to the parent information and training centers funded under section 303(c) of the *Rehabilitation Act*. The national center also helps ensure that the information and training provided by the individual regional or State-level centers are relevant to the needs of the targeted population. http://www.spanadvocacy.org

REHABILITATION SERVICES ADMINISTRATION (RSA)

COMPONENT	TITLE/DESCRIPTOR	DESCRIPTION/NARRATIVE
RSA,TSPD	**VR Technical Assistance Center— Targeted Communities (VRTAC-TC)** **(FY 2016-2020)**	The VR Technical Assistance Center—Targeted Communities (VRTAC-TC) helps State agencies and their partners to address the barriers to VR participation and competitive integrated employment of historically underrepresented groups of individuals with disabilities in economically disadvantaged communities, including students and youth with disabilities. Intensive TA is provided on-site. Systemic barriers such as homelessness, chronic health conditions, interpersonal and family issues, language barriers, and lack of transportation are addressed through partnerships with VR agencies, local social services providers, correctional facilities, community rehabilitation programs, school systems, employers, and other relevant stakeholders. Promising practices, lessons learned and resource materials are shared through targeted and universal technical assistance, including communities of practice. https://projecte3.com
RSA, TSPD	**VR Technical Assistance Center— Workforce Innovation (WINTAC)** **(FY 2016-2020)**	The Workforce Innovation Technical Assistance Center (WINTAC) is a national center that is funded to provide training and TA to State VR agencies and related rehabilitation professionals and service providers to support them in developing the skills and processes needed to meet the requirements of *WIOA*. Pre-employment transition services and competitive integrated employment (including supported employment and customized employment) are among the WINTAC's major topical areas. WINTAC coordinates its work with OSEP's *IDEA* and transition-related TA centers. http://www.wintac.org

REHABILITATION SERVICES ADMINISTRATION (RSA)

COMPONENT	TITLE/DESCRIPTOR	DESCRIPTION/NARRATIVE
RSA, TSPD	**VR Technical Assistance Center— Youth (Y-TAC)** **(FY 2016-2020)**	The VR Technical Assistance Center—Youth (Y-TAC) provides TA and training to enhance the capacity of State VR programs and related rehabilitation professionals to effectively serve students who are not receiving services under the *IDEA* and youth with disabilities who are no longer in school and not employed. The Y-TAC's goal is to increase the numbers of students and youth with disabilities, who are served by State VR agencies, who pursue and obtain postsecondary education or training, and who obtain competitive integrated employment. http://iel.org/vryouth-tac
RSA, TSPD	**Job Driven VR Technical Assistance Center (JD-VRTAC)** **(FY 2015-2019)**	The Job-Driven Vocational Rehabilitation Technical Assistance Center (JD-VRTAC) is funded by RSA to identify, adapt, embed, and sustain job-driven practices that lead to improved employment outcomes for people with disabilities. Outcomes and strategies from the JD-VRTAC are designed around four topic areas: labor market information, services to employers, building and maintaining employer relations, and services to training providers. Employer engagement and employer supports including paid and unpaid work experiences, use of labor market information for career planning, and customized training to meet employer needs are among the focus areas benefitting students and youth with disabilities. http://www.explorevr.org

REHABILITATION SERVICES ADMINISTRATION (RSA)

COMPONENT	TITLE/DESCRIPTOR	DESCRIPTION/NARRATIVE
RSA, TSPD	**American Indian Vocational Rehabilitation Services (AIVRS) Program**	The AIVRS program provides financial assistance for the establishment and operations of VR services programs for American Indians with disabilities living on or near a federal or State reservation.
		Transitional services are typical services that are provided by Tribal VR as part of a transition plan aimed to assist students to move from school to post-school activities, including postsecondary education, vocational training, competitive integrated employment, supported employment, continuing and adult education, adult services, independent living, or community participation.
		https://rsa.ed.gov/programs.cfm?pc=aivrs
RSA, TSPD	**Disability Innovation Fund Transition (DIF) Work-Based Learning Model Demonstration Projects**	The Transition Work-Based Learning Model Demonstrations provides effective work-based learning experiences to prepare students with disabilities for postsecondary education and competitive integrated employment. VR agencies collaborate with SEAs, LEAs, and others to demonstrate innovative practices in pre-employment transition services, customized employment, assistive technology, peer mentoring and others areas. The projects will directly benefit more than 2,000 students in Maryland, Vermont, Massachusetts, Maine, and California.
		https://rsa.ed.gov/search.cfm?s= Transition+Work-Based+Learning+Model+ Demonstration+&x=13&y=2

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

U.S. DEPARTMENT OF EDUCATION

400 Maryland Ave., SW
Washington, DC 20202

https://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://ies.ed.gov/ncser

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. 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*, NCSER'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 (NCEERA).

NCSER has previously sponsored numerous research projects related to secondary transition and post-school outcomes, including the National Longitudinal Transition Study-2012 (NLTS-2012).

OFFICE OF CAREER, TECHNICAL, AND ADULT EDUCATION

202-245-7700 (Voice) https://www2.ed.gov/about/offices/list/ovae
202-245-7838 (Fax)

The Office of Career, Technical, and Adult Education administers and coordinates programs that are related to adult education and literacy, career and technical education, and community colleges.

OFFICE FOR CIVIL RIGHTS

800-421-3481 (Voice) https://www2.ed.gov/about/offices/list/ocr
877-521-2172 (TDD)
202-245-6840 (Fax)

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 is resolving 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 that OCR enforces. An important part of OCR's technical assistance is partnerships designed to develop creative approaches to preventing and addressing discrimination.

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

202-401-0113 (Voice) https://www2.ed.gov/about/offices/list/oese
202-205-0310 (Fax)

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 to improve the quality of teaching and learning by providing leadership, technical assistance and financial support.

OFFICE OF INNOVATION AND IMPROVEMENT

202-205-4500 (Voice) http://sites.ed.gov/oii/
202-401-4123 (Fax)

The mission of the Office of Innovation and Improvement (OII) is to accelerate the pace at which the U.S. identifies, develops, and scales solutions to education's most important or persistent challenges. OII makes strategic investments in innovative educational programs and practices, and administers more than 25 discretionary grant programs managed by four program offices: Charter Schools Program, Parental Options and Improvement, Teacher Quality Programs, and the Office of Investing in Innovation. In addition, OII is home to the Department's STEM initiatives team and the Department's liaison to the military community.

OFFICE OF POSTSECONDARY EDUCATION

202-502-7750 (Voice)   https://www2.ed.gov/about/offices/list/ope
202-502-7677 (Fax)

The Office of Postsecondary Education works to strengthen the capacity of colleges and universities to promote reform, innovation and improvement in postsecondary education, promote and expand access to postsecondary education and increase college completion rates for America's students, and broaden global competencies that drive the economic success and competitiveness of our Nation.

OTHER FEDERAL RESOURCES

NATIONAL COUNCIL ON DISABILITY

1331 F St., NW
Washington, DC 20004

www.ncd.gov

202-272-2004 (Voice)
202-272-2074 (TTY)
202-272-2022 (Fax)

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES

200 Independence Ave., SW
Washington, DC 20201

www.hhs.gov

877-696-6775 (Voice)

U.S. DEPARTMENT OF JUSTICE

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

www.usdoj.gov

202-514-2000 (Voice)
202-514-0383 (TTY)

U.S. DEPARTMENT OF LABOR

200 Constitution Ave., NW
Washington, DC 20210

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

www.eeoc.gov

202-663-4900 (Voice)
800-669-6820 (TTY)

U.S. SOCIAL SECURITY ADMINISTRATION

Office of Public Inquiries
Windsor Park Building
6401 Security Blvd.
Baltimore, MD 21235

www.ssa.gov

800-772-1213 (Voice)
800-325-0778 (TTY)

U.S. DEPARTMENT OF TRANSPORTATION

1200 New Jersey Ave., SE
Washington, DC 20590

www.dot.gov

202-366-4000 (Voice)
866-377-8642 (Relay Service)
800-877-8339 (TTY)
877-877-6280 (VCO)

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

www.ed.gov