

SECONDARY TRANSITION AND INTERAGENCY COLLABORATION

OSEP NATIONAL TECHNICAL
ASSISTANCE CALL

JUNE 27, 2024



New OMB Uniform Guidance

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New Provisions in OMB Uniform Guidance

- ▶ Published 4/22/24 in Fed. Reg. Effective generally --10/1/24.
- ▶ New provisions in 2 CFR Part 200.
- ▶ **U.S. Department of Education is providing flexibility to implement new OMB Uniform Guidance provisions effective 7/1/2024 (instead of 10/1/2024) for all IDEA formula grants for FFY 2024 & Carryover Funds (i.e., FFYs 2022 & 2023).**
- ▶ FAQs will be forthcoming.
- ▶ Today, highlight important changes regarding prior approval.



2024 Uniform Guidance - Prior Approval Changes

- ▶ IDEA Formula Grants -- Prior approval no longer required for participant support costs.
- ▶ IDEA - Prior approval still required for “Equipment” - Threshold raised in § 200.1 --
 - From the lesser of State capitalization level for financial statement purposes or \$5,000.
 - To the lesser of State capitalization level for financial statement purposes or \$10,000.
 - **States must revise their capitalization level policy to take advantage of flexibility.**



2024 Uniform Grant Guidance - Prior Approval Changes

- ▶ Prior approval still required under 2 C.F.R. § 200.407
- ▶ OMB Uniform Guidance (e.g., equipment and revision of budget) &
- ▶ IDEA (e.g., equipment & construction or alteration of facilities IDEA Section 605).
- ▶ Budget amendments under 2 C.F.R. § 200.308
 - > 10% of total submitted budget still require prior approval &
 - when direct cost category moves from participant support costs to another category.



Agenda

Welcome and Purpose of Call

- ▶ Genee Norbert, Office of Special Education Programs (OSEP) and Tonya Stellar, Rehabilitation Services Administration, (RSA)

Importance of Interagency Collaboration

State Presentations

- ▶ Kelsey Teeter, Iowa Department of Education and Mary Jackson, Iowa Vocational Rehabilitation Services
- ▶ Amy Szymanski, Ohio Department of Education and Workforce, Office for Exceptional Children and Alex Corwin, Program Director of the Lifespan Transitions Center at OCALI

NTACT-C Resources

- ▶ Catherine Fowler, NTACT

Closing Remarks

- ▶ Genee Norbert and Gregg Corr



Expect, Engage, Empower: Successful Transitions for All!

PURPOSE: THIS INITIATIVE WILL CHALLENGE THE FIELD TO JOIN OSERS TO RAISE EXPECTATIONS, ENGAGE FAMILIES EARLIER, AND EMPOWER ALL WHO SUPPORT TRANSITION SERVICES AND PRE-EMPLOYMENT TRANSITION SERVICES TO MEASURABLY AND SIGNIFICANTLY IMPROVE POSTSECONDARY OUTCOMES FOR CHILDREN AND YOUTH WITH DISABILITIES AND THEIR FAMILIES.





THE GOALS OF THE 3E INITIATIVE

- INCREASE THE AWARENESS OF THE NEED AND VALUE OF HIGH-QUALITY SECONDARY TRANSITION PLANNING AT AN EARLY AGE.
- INCREASE SEA, LEA, SCHOOL AND FAMILY UNDERSTANDING OF TRANSITION REQUIREMENTS UNDER IDEA AND WIOA AND INCREASE ACCESS TO RESOURCES THAT SUPPORT PROFESSIONAL DEVELOPMENT TO MEET AND EXCEED THOSE REQUIREMENTS.
- ✓ PROMOTE SEAMLESS COLLABORATION BETWEEN SPECIAL EDUCATION AND VR IN THE DELIVERY OF SECONDARY TRANSITION SERVICES, INCLUDING PRE-EMPLOYMENT TRANSITION SERVICES, FOR STUDENTS WITH DISABILITIES PREPARING FOR AND TRANSITIONING FROM, SECONDARY EDUCATION TO POSTSECONDARY EDUCATION, EMPLOYMENT AND INDEPENDENT LIVING.



Agency Collaboration, an Important Requirement under IDEA

► **Interagency Collaboration:**

- If the purpose of a child's IEP Team meeting includes the consideration of postsecondary goals for the child and the transition services needed to assist the child in reaching those goals, the LEA, to the extent appropriate, and with consent, must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services to attend the child's IEP Team meeting. 34 CFR 300.321 (b)(1) and (3); 20 U.S.C. 1414(d)(1).

► **Important Transition Planning Partners:**

- Vocational Rehabilitation (Pre-Employment Transition Services), and other Adult Service Agencies
- Business partners
- Families



Tips for Special Education and VR Agency Collaboration

Opportunities for collaboration include, but are not limited to—

SEA or LEA:

- Serving as an appointed member of the State Rehabilitation Council (SRC)
- Participating in your State VR agency's Comprehensive Statewide Needs Assessment
- Assisting the State VR agency in identifying personnel needs related to serving students with disabilities
- Contribute input into the State Educational Agency Agreement
- Strategize how to meaningfully engage State VR agencies in IEP and individualized education program (IPE) meetings

VR Agency:

- Proactively reach out to SEAs and LEAs to solicit input to the VR services portion of the WIOA State Plan
- Ensure that representatives of educational agencies are members of the SRC
- Invite educational agencies to participate in the comprehensive statewide needs assessment
- Notify educational officials of public hearings related to the WIOA State Plan
- Collaborate with SEAs and LEAs to identify personnel and training needs Coordinate the provision of transition services and pre-employment transition services



Interagency Collaboration is the Key to Post-School Success

An active partnership among SEAs, LEAs, schools, and adult service agencies:

- ▶ Secondary transition does not happen in the isolation of special education. This is true across the board: local, State, and Federal levels.
- ▶ Enables seamless access services and supports to achieve their career goals.
- ▶ Ensures that students with disabilities are presented with meaningful opportunities to prepare for life after school
- ▶ Successful collaborations are the result of positive relationships
- ▶ When all partners collaborate, all partners enjoy the benefits and postsecondary outcomes for youth with disabilities!



Interagency Collaboration in Action



Collaboration for Secondary Transition

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Establishing the Relationship

- MOA and Data sharing agreement
 - Guides local teams in determining lead agency for particular service needs
 - Every 2 years in depth review and update
- Monthly lead meetings: open/shared agenda
 - Helps drive work and identify issues/gaps in service delivery
 - Timely response to questions from the field; collaborative problem solving and joint messaging
 - Builds trust and open communication
 - Shared collaborative resources developed and posted all websites
- Mutual Representation
 - Special Education Advisory Panel (SEAP)
 - State Rehabilitation Council (SRC)

Collaborative Efforts

- IDEA Differentiated Accountability (IDEA-DA)
 - District's data review process includes IVRS
 - B14, CTE, WBL, Postsecondary education preparation
 - Required professional development efforts inclusive of IVRS
- Development of interagency team (NTACT:C CBI)
 - Shared professional development
 - Youth leadership and advocacy initiatives
 - Family engagement
- Customized Employment (CE) for Educators
 - [Crosswalk](#) between CE and Iowa's SDI Framework for Secondary Transition ([SDI Framework](#))
 - Shared language and collaborative efforts across systems

Collaborative Efforts

- Local School Planning - annual process at building level in fall
 - Tool developed jointly by DE and IVRS and reviewed annually
 - IVRS has staff assigned to every public and private accredited high school in Iowa - local teams have been developed - plan updated annually
 - Survey in spring: Tool to identify needs for further TA, training, etc
 - Assists with developing/determining contracts needed
 - Refinement efforts
- ACHIEVE IEP system
 - IVRS staff can access a student's IEP once parent has signed consent form
 - IVRS specific consent form is pre-populated in ACHIEVE to trigger IEP team discussion at time of annual review

INTERAGENCY COLLABORATION IN OHIO

National: NTACTION Capacity Building Institute

Offer the Ohio Secondary Transition Cross-Agency Team an opportunity for supported strategic planning.



State: Ohio Secondary Transition Cross-Agency Team and Ohio Secondary Transition Steering Committee

Coordinate and advise the *Establishing Families as Partners in the Secondary Transition Planning Process* learning experience statewide.



Regional: Regional Cross-Agency Training Teams

Provide training on the *Establishing Families as Partners in the Secondary Transition Planning Process* learning experience in four regions across the state.



Local: Local Cross-Agency, County-Based Participant Teams

Participate in the *Establishing Families as Partners in the Secondary Transition Planning Process* learning experience and develop an action plan to collaboratively apply information learned at the local level.



Families of students with disabilities: Prepared, empowered, and involved in the secondary transition planning process.

Students with disabilities: Improved secondary transition services and post-school outcomes.

Resources from NTACTION

- www.transitionta.org
- Create a free account (name, email, state, role)
 - Customized dashboard
 - Track your trainings
 - Bookmarks and tags
- Sign up for listserv, request information or technical assistance
- Topics
 - Data Collection & Use (IDEA Data)
 - Effective Practices
 - Secondary Education (Transition Planning, Career & Technical Education...)
 - + 10 more major topic sections

Resources Relevant to Today's Topic

- [Alignment of Performance Indicators](#) (WIOA, IDEA, Perkins)
- [Resources for Indicators B1, B2, B13, B14](#)
- [Predictors of Post-School Success](#) (NTACT:C webinar August 22)
- [Strategic Interagency Team Planning](#) (and contact NTACT:C)
- [Pre-ETS Guide for Collaboration](#)
- [Interagency Agreement Toolkit](#)
- [Side by Side of Transition Services \(Education & VR\)](#)
- [Partnering with Centers for Independent Living](#) (NTACT:C webinar on July 18)
- [Pre-Employment Transition Services Information](#)

- [Establishing Families as Partners in Secondary Transition](#) (Ohio)
- [Youth Engagement Now](#)

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U.S. Department of Education

The contents of this presentation were developed under a grant (H326E200003) from the Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.



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