Pre-employment Transition Services

Texas Workforce Forum Post Forum Session
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Overview

• **Pre-Employment Transition Services**
  - Service Provision and Documentation Requirements
  - Reserve Requirement
  - Required, Authorized, and Coordination Activities
  - Fiscal Forecasting (getting to the authorized)
  - Allowable Costs
  - Reporting and Tracking Requirements

• **State Approaches and Examples**
  - Pre-Employment Transition Services
  - Required and Authorized Activities
Pre-employment Transition Services
Service Provision

• Pre-employment transition services are provided in collaboration with state and local education agencies to students with disabilities who need those services to achieve competitive integrated employment, and are eligible or potentially eligible for VR services.

  • “Potentially Eligible” defined in 34CFR361.48(a) means all students with disabilities who satisfy the definition in 34CFR361.5(c)(51), regardless of whether they have applied, and been determined eligible, for the VR program.

  • A student with a disability is an individual who is in a secondary, post-secondary, or other recognized education program; and
    • Meets certain age requirements (varies from state to state); and
    • Is eligible for and receiving special education or related services under IDEA; or
    • Is an individual with a disability for purposes of section 504 of the Act.

• May begin once a student requests or is recommended for one or more pre-employment transition services, and documentation of the disability is provided to the VR agency.
What We Know: Reserve Requirement

● A State must reserve at least 15% of their Federal Award for pre-employment transition services (Section 110(d), and Section 113(a), §361.48(a)). When there are two State VR agencies, the reservation and expenditure of funds is a State matter that must be coordinated between the two agencies and resolved at the State level.

● 15% reserve may only be spent on pre-employment transition services (five “required”, nine additional “authorized” activities, and four “coordination” activities) for students with disabilities who are eligible or potentially eligible for VR services.

  ● The “five required” activities under pre-employment transition services must be provided to students with disabilities. [Section 113(b) of the Act and §361.48(a)(2) and implementing regulations]

  ● The “nine authorized” activities - may be provided if reserved funds remain after all required services have been made available to all students with disabilities who need them. [Section 113(c) of the Act and §361.48(a)(3) and implementing regulations]

  ● The “four pre-employment transition coordination” activities - must be carried out, and reserve funds may be used to pay for pre-employment transition coordination activities. [Section 113(d) of the Act and §361.48(a)(3) and implementing regulations]
The five “required” pre-employment transition services activities which can be provided in group setting or individually, are:

1. Job exploration counseling;

2. Work-based learning experiences, which may include in-school or after school opportunities, or experience outside the traditional school setting (including internships), that is provided in an integrated environment to the maximum extent possible;

3. Counseling on opportunities for enrollment in comprehensive transition or post-secondary educational programs at institutions of higher education;

4. Workplace readiness training to develop social skills and independent living;

5. Instruction in self-advocacy, which may include peer mentoring.

Allowable expenditures incurred in carrying out these activities may be paid with the funds reserved for the provision of pre-employment transition services.
Pre-employment transition coordination activities (section 113(d) of the Act and §361.48(a)(4)) are:

• Attending IEP meetings, when invited;

• Working with the local workforce development boards, one-stop centers, and employers to develop work opportunities for students with disabilities;

• Working with schools to coordinate and ensure the provision of pre-employment transition services; and

• Attending person-centered planning meetings for students with disabilities receiving services under title XIX of the Social Security Act, when invited.
Potentially Eligible Students with Disabilities

• “Potentially Eligible” defined in 34CFR361.48(a) means all students with disabilities who satisfy the definition in 34CFR361.5(c)(51), regardless of whether they have applied, and been determined eligible, for the VR program.

• A student with a disability is an individual who is in a secondary, post-secondary, or other recognized education program; and
  • Meets certain age requirements (varies from state to state); and
  • Is eligible for and receiving special education or related services under IDEA; or
  • Is an individual with a disability for purposes of section 504 of the Act.
Public education in Texas serves many undocumented students, and a significant number of these students would meet our definition of “student with a disability”. Although they meet this definition, there is some question as to whether or not they would be considered as “potentially eligible” due to the inability to legally work within the US. Should Pre-ETS be provided to these students who are known to be undocumented?

Response: We have asked this question of RSA and they are awaiting a response from their OGC on this issue.
Pre-employment Transition Services
Age Requirements

• A state may elect a lower age for the provision of pre-employment transition services - must be a State -not an agency- decision.

• If the State does not elect to provide pre-employment transition services at an earlier age, the IDEA minimum age range for the receipt of transition services would apply.

• VR agencies must enter the State age range when reporting RSA-911 data.
Pre-employment Transition Services

Educational Setting

- Educational programs include: Secondary education programs;
- Non-traditional or alternative secondary education programs, including home schooling;
- Postsecondary education programs; and
- Other recognized educational programs, such as those offered through the juvenile justice system.
Q: Can RSA clarify their interpretation of "in an educational setting" and whether the inclusion of trade schools and training programs such as those at a CRP where a student may earn a certificate are allowable?

A: RSA clarified that educational programming under the definition of a "student with a disability," would include programs that provide a recognized credential of education, such as a certified nursing assistant (CNA) program. However, programs provided by a CRP or Project Search, would not be considered an educational program for the purposes of satisfying "educational programming" within the definition of a student with a disability.
Pre-employment Transition Services

Documentation of Disability

Documentation of the disability may be provided through any of the following:

• via counselor case note documenting counselor observation, review of school records, statements of education staff; or

• referral form for pre-employment transition services with the identification of a student’s disability, signed by school staff and parent/guardian if the student is under the age of majority in a State (parental consent to participate in pre-employment transition services is governed by State law, as well as policies of the educational programs and the DSU); or

• copy of an individualized education program (IEP) document, SSA beneficiary award letter, school psychological assessment, documentation of a diagnosis or disability determination or documentation relating to 504 accommodation(s).
• These students indeed have a disability and, indeed are “potentially eligible” for VR services;

• VR has sufficient information necessary for it to complete the RSA-911 Case Service Report;

• Must be able to satisfy “performance accountability” requirements under section 116 of WIOA.
Pre-employment Transition Services Reporting and Tracking (911)

• Whether provided in a group setting or on an individual basis, VR must track and report pre-employment transition services and activities for each student that is receiving such services.

• VR agencies need to collect the following information for reporting requirements associated with the 911 on Student Status – Pre-ETS:

  ● Individual is a student with a disability and has a section 504 accommodation.

  ● Individual is a student with a disability and is receiving transition services under an Individualized Education Program (IEP).

  ● Individual is a student with a disability who does not have a section 504 accommodation and is not receiving services under an IEP.

  ● Individual is not a student with a disability
Pre-employment Transition Services
Non VR Applicants (911)

Required data elements for non VR applicants in the 911 report include:

1. a unique identifier,
2. social security number (if available),
3. date of birth,
4. race,
5. ethnicity,
6. student's status of disability,
7. pre-employment transition services start date,
8. pre-employment transition services provided,
9. the type of provider, and
10. amount expended for the service.
Collecting required data elements

- Referral Forms
- Consent and Release of information
- Documentation from referral and other sources
Methods of Delivery

- Provided Directly by VR Staff
- Fee for Service
- Contracts
- Third Party Cooperative Arrangements (TPCAs)
Services Provided Directly by VR Staff

• How must a State VR agency allocate costs toward the 15% reserve when direct staff are providing the pre-employment transition service(s)?
  • Staff time
  • Staff travel
  • Direct service costs

• Example: Regarding the use of funds reserved for the provision of pre-employment transition services for staff travel costs: specifically, can VR include lodging and meals to the reserve funds for those staff who are traveling to directly provide the required activities under pre-employment transition services to students with disabilities? [http://www.wintac.org/topic-areas/pre-employment-transition-services/faqs#q13](http://www.wintac.org/topic-areas/pre-employment-transition-services/faqs#q13)
Fee for Service Agreements

• How must a State VR agency allocate costs toward the 15% reserve when the pre-employment transition service(s) are authorized through a fee for service agreement?

  • Contracts with CRPs that utilize a fee-for-service rate for the provision of Pre-employment transition services do not need to be disaggregated to determine the amount of administrative costs included in the fee.
Contracts

• How must a State VR agency allocate costs toward the 15% reserve when contracting the pre-employment transition service(s)?

• While section 110(d)(2) of the Act and §361.65(a)(3)(ii)(B) restrict pre-employment transition services reserve funds from being used to pay for administrative costs associated with the provision of such services or any VR service, RSA has determined that this provision is not applicable to contracts for the direct provision of purchased pre-employment transition services. Therefore, administrative costs associated with the direct provision of required pre-employment transition services purchased through a contract, which are reasonable, necessary and allocable to the provision of the required activities, may be paid with reserve funds.
The question here is to the provision of transportation….Work-based learning experiences include activities like job site tours, field trips, and work opportunities in the community in settings that are as competitive and integrative as possible. Is there any flexibility on including the cost of transportation within agreements / contracts with third parties providing or facilitating work based learning experiences?

Response: No. RSA has made clear that transportation is not an allowable cost to be charged to the reserve funds whether that is part of a contract or provided directly by VR.
Third Party Cooperative Arrangements (TPCAs)

• How must a State VR agency allocate costs toward the 15% reserve when providing pre-employment transition services through a TPCA?

• Example #1: When a school is the cooperating agency for the provision of pre-employment transition services, the cooperating agency may certify the time a teacher spends directly providing pre-employment transition services required activities. This is a permissible source of match since the teacher is directly providing the service(s) to students with disabilities who, therefore, are recipients of VR services under the TPCA. Only the salary and fringe benefit costs may be certified.
Example #2: If it was necessary for a cooperating agency to purchase instructional materials to provide new or expanded services authorized under the TPCA contract, if those materials were not already available to the cooperating agency, and if the expenditures were incurred during the period of time in which the executed TPCA contract was in force, the expenditures for those materials may be an allowable source of match.
Reporting Costs

• SF425

• Line 10e – Report all Federal VR expenditures, including Federal expenditures for the provision of Pre-employment transition services.

• Line 12 captures the amount of Federal VR expenditures reported on line 10e that were for the provision of pre-employment transition services.

• The amount reported on Line 12 will not include unliquidated obligations.
• 34 CFR 361.13(c)(1)(iv) states that the following activities is the responsibility of the designated State unit or the sole local agency under the supervision of the State unit: “the allocation and expenditure of vocational rehabilitation funds.”

• This means that the agency is responsible for ensuring they are the entity that allocates and expends the Federal funds. A VR agency cannot delegate this responsibility out to any other party. As the grantee is prohibited from sub granting the Federal award, the DSU or DSA MUST be the entity responsible for obligating and expending all Federal monies.
**Prohibition Against Sub granting**

- **RSA-3 Prohibition against sub granting**

- **Requirements:**
  - A State agency may NOT sub grant awards made under the Rehabilitation Act of 1973, as amended (Rehabilitation Act), for the VR and SE programs.
302(b) states, “(b) The financial management system of each non-Federal entity must provide for the following…
(3) Records that identify adequately the source and application of funds for federally-funded activities. These records must contain information pertaining to Federal awards, authorizations, obligations, unobligated balances, assets, expenditures, income and interest and be supported by source documentation.
(4) Effective control over, and accountability for, all funds, property, and other assets. The non-Federal entity must adequately safeguard all assets and assure that they are used solely for authorized purposes. See §200.303 Internal controls.
2 CFR 200.302(a) states that “the state's and the other non-Federal entity's financial management systems, including records documenting compliance with Federal statutes, regulations, and the terms and conditions of the Federal award, must be sufficient to permit the preparation of reports required by general and program-specific terms and conditions; and the tracing of funds to a level of expenditures adequate to establish that such funds have been used according to the Federal statutes, regulations, and the terms and conditions of the Federal award.”
Pre-employment Transition Services
Potentially Allowable Costs

• Funds reserved in accordance with section 110(d) of the Act must be used solely to pay for those costs incurred in the provision of pre-employment transition services (section 113 of the Act and §361.48(a) of the VR regulations).

• VR agencies must analyze each cost to determine whether it:
  ▪ Fits within the scope of the pre-employment transition services activities described in section 113 of the Act and §361.48(a); and
  ▪ Was incurred solely for the benefit of a “student with a disability.”
Pre-employment Transition Services
State Approaches

What we have learned from states so far:

● Difficulty spending the reserve funds, especially blind agencies with small student population.

● Need TA to conduct assessment of need for students with disabilities and fiscal forecasting to demonstrate funds remain for authorized activities.

● Need to develop policies and procedures for the provision of pre-employment transition services to all students with disabilities.

● Need to develop internal controls for tracking and reporting Pre-ETS expenditures for potentially eligible students, even if case management system not ready.

● Still some confusion regarding the provision of pre-employment transition services and what are considered “allowable” costs toward the reserve.
Pre-Employment Transition Services: State Examples of Required Activities and Potentially Allowable Costs

• Examples of required activities provided in partnership with other entities, and potentially allowable costs that may charged to the 15% reserve:

  • **JAG Program** (in partnership with providers and business)
    • Program costs for provision of services aligned with the required activities to students with disabilities
    • Must have documentation to demonstrate that VR is paying for services that are either new or expanded beyond what the JAG program is funded for under Title 1.
    • Must have documentation to tie the funds reserved to the specific required activity aligned with the program

  • **Project Search** (in partnership with providers and business)
    • May pay for services directly aligned with the required activities for students with disabilities
    • May include a worksite trainer, but not a job coach

  • **Youth Leadership Forum** (in partnership with centers for independent living and/or Governors Council on Disability)
    • May pay for services directly aligned with required activities for students with disabilities
    • May include travel costs for VR staff directly providing the pre-employment transition services but not the students.

• **Programs delivered on campuses or at a comprehensive rehab facility, over multiple days** (in partnership with colleges, business, other vendors/providers)
  • Must disaggregate costs that would be unallowable (considered other VR services)
Examples of costs associated with Work-Based Learning Experiences that may be considered allowable:

- Internships;
- Apprenticeships (not counting pre-apprenticeships or registered apprenticeships);
- Short-term employment;
- Fellowships; or
- On-the-job trainings located in the community.
**Competitive Wages or Stipends:**

- If work-based learning experiences are paid, students with disabilities must be paid competitive wages to the same extent competitive wages are paid to students without disabilities in similar experiences.

- Training stipends are permissible for students with disabilities participating in unpaid work-based learning experiences commensurate with and to the same extent that they are provided to students without disabilities participating in these experiences.

- Discussion of the payment of wages and stipends for students participating in work-based learning experiences, is found in the preamble to the final VR regulations at 81FR 55629, 55694 (August 19, 2016).
Fee charged by the employer to provide the work-based learning experience, which might include, for example, the cost for:

- The additional costs incurred by the employer for providing the work-based learning experience (e.g., printing of additional informational materials, the purchase of additional uniforms for the students, or the installation of screen reading software (JAWS) on an employer’s computers (if needed by students who are blind or visually impaired and who are participating in the work-based learning experience offered by that employer);

- The employer-provided staff or trainer who teaches the job tasks to the students; or

- Other costs incurred by the employer in providing the work-based learning experience to the students, which are not individualized in nature.
Pre-employment Transition Services
Examples of Allowable Costs Charged to the Reserve for Blind Services

May Include:

● Auxiliary Aids and Services (under Title II or 504)
  ● Jaws or any software that would fall under ADA

● O & M
  ● Workplace Readiness

● Blindness Skills Training
  ● Those activities that directly relate to workplace readiness or work based learning skills as well as IL or self advocacy

  ● Communication skills for example such as braille or computer skills training for adaptive or accessible Technology
Auxiliary aids and services needed by a student with a disability to access or participate in pre-employment transition services would constitute allowable pre-employment transition services expenditures, and, therefore, may be paid with the funds reserved for that purpose.

Auxiliary aids and services ensure equal access to information, materials, services, and activities available to students with disabilities participating in pre-employment transition services.

The ADA’s title II implementing regulations define “auxiliary aids and services in 28 CFR 35.104 (a complete listing is in the 12.28.16 memo).”

Examples include screen reading software programs to enable an individual who is blind to access information on a computer during a work-based learning experience.
Question Regarding AT Evaluations

• Is there any flexibility to include AT evaluations as a possible Pre-ETS allowable cost based on the idea that WINTAC includes discussing and determining possible AT options as a part of Pre-ETS counseling on post-secondary options? Or are AT evaluations viewed only as an individualized service used to determine the nature and scope of other possible services?

We have asked for clarification on this specific question when the memo was released. We are awaiting response from RSA on this question.
The memo clarifies:

- Personal devices and services, which include individually prescribed devices, such as prescription eyeglasses or hearing aids, readers for personal use or study, or services of a personal nature, do not meet the definition of auxiliary aids and services under the ADA or 504 of the Rehabilitation Act and therefore, cannot be paid with the 15% reserve funds for Pre-ETS.
Pre-employment Transition Services
Potentially Allowable Costs for Work Place Readiness

- Social Interpersonal Skills Training that may include:
  - Communication
  - Problem solving
  - Decision making
  - Conflict resolution
  - Teamwork
  - Professionalism and Workplace Etiquette
Pre-employment Transition Services
Potentially Allowable Costs for Work Place Readiness (cont)

• Independent Living skills training or workshops that include:
  • good hygiene
  • time management
  • using transportation
  • money management including benefits counseling
  • nutrition/meal preparation
  • accessing community services & supports
  • community participation
  • civic responsibility
  • community safety
  • developing friendships
Example: Job Exploration Counseling

• Career works’ eXplore job exploration counseling program

• For 9th and 10th Grade Students to:
  • jump start the thinking process about jobs
  • begin career exploration and goals
  • assist in choosing classes in high school that are related to interest
  • assist with making the best selection for work study site(s)
  • provide the student with a reason for doing well in school and a purpose behind their classes
  • having many experiences can help refine the student’s choices
  • provide the student with personal insight into temperaments, personality and values that can influence life and career choices
  • provide resources and information to enable the student to continue to explore on their own
Pre-employment Transition Services
Costs That Are Unallowable

Examples of costs that are considered unallowable:

• Transportation costs for students with disabilities receiving a pre-employment transition service.

• Lodging and meals for a student with a disability receiving a pre-employment transition service.

• Job Coaching services

• Staff time spent providing other VR services that do not fall under the definition of pre-employment transition services.
Pre-employment Transition Services
Nine Additional “Authorized” Activities

If funds remain after all necessary required activities have been made available, VR may provide additional “authorized” activities that:

- Improve the transition of students with disabilities from school to postsecondary education or an employment outcome; and

- Support the arrangement or provision of the “required” activities.
The nine Authorized activities (section 113(c) of the Act and §361.48(a)(3)) of the VR regulations include:

- Implementing effective strategies to increase the likelihood of independent living and inclusion in communities and competitive integrated employment;
- Developing and improving strategies for individuals with intellectual disabilities and individuals with significant disabilities to live independently; participate in postsecondary education experiences; and obtain, advance in and retain competitive integrated employment;
- Providing instruction to VR counselors, school transition personnel, and other persons supporting students with disabilities;
- Disseminating information about innovative, effective, and efficient approaches to achieve the goals of pre-employment transition services;
- Coordinating activities with transition services provided by LEAs under the IDEA;
- Applying evidence-based findings to improve policy, procedure, practice, and the preparation of personnel, in order to better achieve the goals of pre-employment transition services;
- Developing model transition demonstration projects;
- Establishing or supporting multistate or regional partnerships involving States, LEAs, DSUs, developmental disability agencies, private businesses, or other participants to achieve pre-employment transition services goals; and
- Disseminating information and strategies to improve the transition to postsecondary activities of individuals who are members or traditionally unserved and underserved populations.
Examples of Authorized Activities: (1 of 3)

• Annual on-line survey of and listening sessions with families of students in receipt of pre-employment transition services conducted to gather data and information and develop instruction, training, and professional service activities for PACER staff and vendors (other persons supporting students with disabilities);

• Parent training workshops conducted by PACER for families of students who are blind, visually impaired, or deaf-blind, including topics such as self-advocacy, leveraging IDEA for effective transition planning and coordination of pre-employment transition services and developing independent living skills and soft skills necessary for employment.
Examples of Authorized Activities: (2 of 3)

• Outreach to and training materials (i.e., podcasts, videos and handouts) for families of students with disabilities, including accessible and family friendly resources, addressing topics such as building self-advocacy, working with vendors, and developing high expectations for students with disabilities in receipt of pre-employment transition services. Resources are to be provided through videos, podcasts and handouts.

• Note: VR staff or PACER time to develop the materials and the costs incurred for printing the materials may be an “authorized” activity, clerical time or other “administrative costs” may not be paid with pre-ets reserve funds.
Examples of Authorized Activities: (3 of 3)

• Training for providers or vendors specific to maintaining high expectations for achievement of students with disabilities participating in pre-employment transition services, and understanding how to effectively partner with families of students with disabilities; and

• VR and LEA staff training specific to special education services, advocating for students with disabilities within special education, and using the IEP to build self-advocacy skills in students with disabilities. This training could be provided in person or as a webinar.
How does a State determine Funds remain for Authorized Activities

Assessment of Need and Fiscal Forecasting
Pre-employment Transition Services
CSNA & Fiscal Forecasting

• As part of the Comprehensive Statewide Needs Assessment (CSNA), States should determine the number of students with disabilities in the State who are potentially eligible for pre-employment transition services.

• This data will enable States to target the amount of reserved funds necessary for ensuring the “required” pre-employment transition services are provided to students with disabilities.

• To the extent States demonstrate that they have made the required services available to the population identified in the CSNA, the States have met the requirement to provide the “required” pre-employment transition services prior to the “authorized” activities.

• Any reserved funds remaining beyond the targeted amount necessary for the “required” activities may then be used for “authorized” activities.

• If the CSNA has already been conducted prior to the enactment of WIOA, the agency would still need to conduct an assessment of need for students and youth with disabilities for pre-employment and transition services, as well as the fiscal forecasting.
Pre-employment Transition Services
Document Your Methodology

• Document the methodology used to conduct your fiscal forecasting.
  • Need to demonstrate the methodology used to determine that funds remain after making available the required pre-employment transition services.

• Find a place for it to live
  • This may be part of fiscal policies and internal controls
I. Determine the number of “students with disabilities” in the State to get total number of “potentially eligible” students with disabilities in the State. Be sure and identify where you got this number.

A. The local Department of Education is often the best source of this information. Many VR programs ask their DOE for the number of students in Special Education in the State between the ages of 16-21.

B. It has been difficult for VR programs to gather reliable data on 504 students, but some DOEs have been able to gather this information.
I. Identify the method you used to determine the need for pre-employment transition services in your State. These needs should be described in the most recent comprehensive statewide needs assessment (CSNA). If the CSNA was done prior to WIOA, then the VR program should indicate that the needs will be identified in the next CSNA and articulate how they are identifying the needs in the meantime.
I. Demonstrate that the required services have been made available to all that need them.

A. Articulate all of the ways that pre-employment transition services are delivered to students with disabilities in your state that need them;

B. Ensure that you articulate how students with disabilities that need pre-employment transition services can receive those services
IV. Identify the amount of reserve funds that will be necessary to provide the required pre-employment transition services to students with disabilities

A. Identify the number of students with disabilities you are currently providing pre-employment transition services to.

• (Example: A VR agency provides pre-ets to 1,250 students in the most recent year, and there are 10,000 students with disabilities in the State)

B. Determine the average cost per student that it cost you to provide pre-ets this year.

(Example: In order to provide pre-employment transition services to the 1,250 students, the VR program spent $500,000 for a total per client cost of 400 (500,000/1250=400))

C. Project the number or increased number of students with disabilities that you think you will be able to provide pre-employment transition services to this year based on all of the ways that you provide or arrange for the provision of pre-ets. (Example: Based on all of the ways they provide pre-employment transition services, the VR program in that State determines that they will be able to provide pre-ets to 2,000 students with disabilities next year)
D. Project the average cost per student to that it will cost you to provide pre-ets this year. You can get this by dividing your total cost for providing pre-employment transition services by the number of eligible or potentially eligible students with disabilities you project you will serve.

• **Example:** The VR agency noted in the example above has a reserve requirement of $1,000,000. Last year they spent $500,000 providing pre-ets to 1,250 students, resulting in a per student cost of $400. If they provide pre-ets to 2,000 students as they project, their total projected cost for pre-ets will be $400 x 2,000 = $800,000.
E. Determine the cost of coordination activities for the year

(Example: The VR agency above, based on last year’s expenditures, projects that they will spend $70,000 on coordination in the coming year).

F. Add the amount you project to spend on pre-ets based on the per-client cost you project and the number of clients you project to serve. Add that number to your coordination costs, subtract that total from the minimum 15% required reserve amount and the remainder is the minimum amount you have to spend on authorized activities for the year.

(Example: The VR agency above projects that it will cost them $800,000 to provide the required services and $70,000 to conduct coordination activities, which results in a total pre-ets amount of $870,000. If you subtract that amount from the reserve requirement total of $1,000,000, the minimum amount of funds that are left for authorized services = $130,000 for authorized services).
Pre-employment Transition Services Resources

Information and Resources on the Pre-Employment Transition Services portion of the WINTAC Website

WINTAC Pre-Employment Transition Services
Resources

- Frequently Asked Fiscal Questions — Pre-Employment Transition Services
- FAQs for the RSA 911
- FAQs Pre-employment transition services Responses from RSA
- Auxiliary Aids and Services for Students with Disabilities In the Provision of Pre-Employment Transition Services
- 2 CFR 200 - Uniform Administrative Requirements, Cost Principles and Audit Requirements For Federal Awards
Pre-employment Transition Services
Thank You

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