



NTACT

National Technical Assistance Center on Transition

Alex is a 17-year-old senior who lives at home with his mother. Alex spends most of his school day in classrooms with peers without disabilities, receiving academic or social supports, as identified in his IEP. He is in classes with only peers with disabilities for two of the seven period school day. He receives instruction in behavior, communication, and organizational strategies to support his academic course work during these two periods (right before lunch and at the end of the day). Alex's mother advocated for the timing of these support classes, based on Alex' anxiety around changes in the routine (lunch, bus-ride home). According to teacher reports and curriculum-based assessments, Alex reads grade-level texts independently, but he has deficits in reading comprehension, making inferences, and oral expression. He has successfully completed Math 1 and 2, is currently making an A in High School Statistics and will take Business Math during his final semester of his senior year. Based on results of the WISC-IV, Vineland Adaptive Behavior Scale, and the CARS, Alex qualified for special education services since the second grade and has a diagnosis of autism spectrum disorder. The Vineland Adaptive Behavior Scales was readministered when Alex was in middle school and indicated below average skills in the areas of communication and socialization, but his daily living and motor skills are age-appropriate. Alex has earned mostly Bs and Cs in school. Alex has met state testing graduation requirements and is on track to graduate at the end of this year.

During the spring of his junior year, Alex participated in a work experience at an office supply retail store, focusing on data entry and spreadsheet development tasks. Recently, that experience turned into a paid part-time position! He has told his job coach, teacher, and mom that he wants to continue working in this setting, and that he likes his job. According to an O*Net Career Interest Inventory, Alex may like this job because of the structure and routine nature of his tasks. Alex demonstrated moderately strong interest categories of retail and information technology. His responses aligned with specific interests with clerical work, not customer service. Alex's primary work responsibility is entering numerical data to track stock and services rendered by store staff. Alex has polite and appropriate interactions with his coworkers. Also, he is diligent and methodical with tasks and double checks his data entry several times before entering the next set of data. Alex is punctual, but he is anxious about leaving work at the end of his shift if his task is incomplete, even with permission and encouragement to pick back up with the task when he returns. His favorite part of working is receiving a paycheck. He enjoys spending money on fast food and renting movies. During free time, Alex prefers to spend time alone watching movies, playing video games, or using his computer according to his employer and his mother's pre-IEP discussion with his teacher.

Alex receives weekly on-the-job support from a vocational rehabilitation (VR) provided job coach. Alex prefers working independently, but he understands how his job coach helps. However, Alex's mother shared concerns that job coaching services are time limited. She further explained that Alex will likely need job coaching supports when new tasks or responsibilities are assigned. She explained that she wants to learn how to access job coaching supports for Alex after high school, since his current services were setup due to a partnership between the school and VR for students while still in school.

Alex has shared on his school’s transition survey that he is afraid of his boss. On his transition survey he wrote that he’s afraid his boss will fire him. On his job coach-developed employment self-evaluation, Alex rated his interactions with his boss as the lowest score. However, Alex’s boss reports that he is a dependable, accurate employee. During one class about employment, Alex learned that bosses can fire employees. Alex perseverates on this fact, which causes him to avoid his boss.

Instead of communicating directly with his boss with questions, Alex speaks with his job coach when she visits once per week. On the worksite observation evaluation form, Alex’s boss did note a concern: if a job coach is not present, Alex may not communicate emergency situations. Alex’s boss documented on his work evaluation form that Alex is a “valued employee.” Furthermore, his boss documented that the store “is willing to provide opportunities for Alex to develop his communication skills.” Alex’s boss also documented on the work evaluation form that she would like to provide additional hours for Alex after high school, if he further develops his business and communication skills. When completing the career interest inventory with his teacher, Alex told him that he would like to learn more about business management and finance; but is not sure how to do that.

Alex’s case manager is also his work program coordinator and special education teacher. Like Alex’s boss and job coach, he noted that he would like to see Alex generalize his communication skills to work settings with more individuals. His general education PE noted similar areas of need on his pre-IEP goal update form. On the transition survey, Alex identified that he would like to live with a pet dog within five years after graduating from high school.

Age	<ul style="list-style-type: none"> • 17 years old
Disability	<ul style="list-style-type: none"> • Autism spectrum disorder
Placement	<ul style="list-style-type: none"> • Mostly general education courses • Receives special education services in two courses
Strengths	<ul style="list-style-type: none"> • Reads grade-level texts independently • Earned mostly As and Bs • Has paid part-time employment • Appropriate interactions with coworkers • Diligent and methodical with tasks • “valued employee” • Understands how his job coach helps • Average daily living and motor skills • Punctual for work • Willing to stay late at work • Double checks data entry
Interests	<ul style="list-style-type: none"> • Clerical-type employment with current job • Watching movies • Playing video games • Using his computer
Preferences	<ul style="list-style-type: none"> • Spending time alone

	<ul style="list-style-type: none"> • Working and completing tasks independently • Routine and structured tasks 						
Needs	<ul style="list-style-type: none"> • Supports learning new job tasks • Access job coaching supports after high school • Strategies to communicate with his boss 						
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;">Postsecondary Vision</th> <th style="width: 50%; text-align: center;">Transition Assessment Documentation</th> </tr> </thead> <tbody> <tr> <td> Alex <ul style="list-style-type: none"> • Confidently communicating with boss • Keeping job after graduation • Working with computers in a retail setting after high school, hopefully at his current place of employment • Living independently • Caring for a pet dog </td> <td> <ul style="list-style-type: none"> • School transition survey • Interview • O*Net career interest inventory • IEP meeting documentation • School-created employment self-evaluation </td> </tr> <tr> <td> Alex's Mother <ul style="list-style-type: none"> • Accessing job coaching supports after high school • Alex learning new job-related tasks • Connecting with vocational rehabilitation </td> <td> <ul style="list-style-type: none"> • Parent survey • Pre-IEP meeting phone call • IEP meeting documentation </td> </tr> </tbody> </table>	Postsecondary Vision	Transition Assessment Documentation	Alex <ul style="list-style-type: none"> • Confidently communicating with boss • Keeping job after graduation • Working with computers in a retail setting after high school, hopefully at his current place of employment • Living independently • Caring for a pet dog 	<ul style="list-style-type: none"> • School transition survey • Interview • O*Net career interest inventory • IEP meeting documentation • School-created employment self-evaluation 	Alex's Mother <ul style="list-style-type: none"> • Accessing job coaching supports after high school • Alex learning new job-related tasks • Connecting with vocational rehabilitation 	<ul style="list-style-type: none"> • Parent survey • Pre-IEP meeting phone call • IEP meeting documentation
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Additional Assessment Data	<ul style="list-style-type: none"> • Met state testing graduation requirements • Based on the Vineland Adaptive Behavior Scales, Alex has below average skills in the areas of communication and socialization, but his daily living skills and motor skills are age-appropriate 						

Present Levels of Academic Achievement and Functional Performance (PLAAFP)

Academics: Alex receives special education services for autism spectrum disorder (WISC-IV). Alex receives core and elective content instruction in classrooms with his peers without disabilities with academic and social supports. Because Alex needs to further develop these skills, Alex benefits from **academic, social, and behavioral strategy instruction in a self-contained setting two periods each day**. Alex reads grade-level texts independently but has difficulty with **reading comprehension, making inferences, and oral expression** (Curriculum-based assessments and teacher reports). He has successfully completed Math 1 and 2 and will take business Math as a permitted substitution for graduation, in lieu of pre-calculus. He has continued earning mostly As and Bs in his courses. Alex has met state testing requirements for graduation.

Functional: Alex has competitive part-time employment at a local office supply store, where is punctual and a “valued employee” (work evaluation). Alex receives job coaching services through a partnership between his school and vocational rehabilitation services one time per week. Alex’s current job is a good fit because of his interests and skills with computers and independent work environments (career interest inventory). Alex wants to stay at his current job after graduation (interview). Alex has average daily living and motor skills, and he has below average communication skills (Vineland Adaptive Behavior Scales). **His boss and job coach have**

documented that Alex needs to develop his workplace communication skills, especially with his boss (work evaluation). Furthermore, Alex's boss wants Alex to stay after graduation, but Alex will need to develop additional advocacy, computer, and communication skills to earn more hours.

Formula for writing a postsecondary goal:

_____ , _____ will _____ where and how
 (After High School) (Student) (behavior)
 (After graduation)
 (Upon completion of high school)

Formula for writing an annual goal that supports the postsecondary goal:

Given _____ , _____ will _____ _____ _____
 condition (student) (behavior) (criteria) (time frame)
 (teaching strategies) e.g., 3 out 4 times (by June 20__)
 e.g., direct instruction 80%
 modeling
 peer tutoring

**Indicator 13 Checklist Form A
 (Meets Minimum SPP/APR Requirements)**

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. (20 U.S.C. 1416(a)(3)(B))

1. Is there an appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living?	
<p>Example: Education and Training</p> <ul style="list-style-type: none"> • After graduation from high school, Alex will take business courses at his local community college. • Upon graduation from high school, Alex will go to the local community center to participate in community-provided computer skill development courses. 	<p>Non-Example: Education and Training</p> <ul style="list-style-type: none"> • Alex plans to take classes at his community college. • Alex will enroll in the adult basic education classes to learn to be more independent with toileting, dressing, and feeding.

<p style="text-align: center;">Reasons for Examples</p> <ul style="list-style-type: none"> • Participation in postsecondary education is the focus of this goal. • Enrolling in specific courses for skill development is acceptable, as long as it is based on documented students’ interests, preferences, and strengths. • Taking community college courses occurs after high school • Oftentimes with education, goals are only written for traditional postsecondary education settings (e.g., community college or a four-year university). However, community-provided courses that will assist students with obtaining postsecondary goals are also effective and worth considering. 	<p style="text-align: center;">Reasons for Non-Examples</p> <ul style="list-style-type: none"> • “Plans” do not indicate something that must occur after high school. Plans are not observable or measurable. • There is no indication that Alex should gain training after high school on these skills.
<p style="text-align: center;">Example: Employment</p> <ul style="list-style-type: none"> • After high school, Alex will work more hours at the office supply store. • After completing business courses at Montgomery County Community College, Alex will be employed full time as a data administrator or other related field. <p style="text-align: center;">Reasons for Examples</p> <ul style="list-style-type: none"> • Focus of the goal statement is Alex’s postsecondary employment. • Goal states an outcome (working more hours, being employed full time in career path) that can be observed and measured. • Outcome occurs after high school. • Alex’ long term employment goal is less specific than an immediate one, as he is likely to gain new interests and skills through his coursework. 	<p style="text-align: center;">Non-Example: Employment</p> <ul style="list-style-type: none"> • After high school, Alex will work part-time at the office supply store • After participating in community-provided computer skill development courses, Alex is thinking of taking additional community-provided courses. <p style="text-align: center;">Reasons for Non-Examples</p> <ul style="list-style-type: none"> • The first non-example goal does not reflect any change for Alex, so does not need to be indicated as a postsecondary goal. Adding “will keep his job” or “will increase his hours”, if those are areas of need or interest could improve this goal statement • “Plans” is not observable and measurable
<p style="text-align: center;">Example: Independent Living</p> <ul style="list-style-type: none"> • Within five years of graduating from high school, Alex will rent an apartment, which allows him to have a dog. • After high school, Alex will advocate for his needs at work and MCCC. 	<p style="text-align: center;">Non-Example: Independent Living</p> <ul style="list-style-type: none"> • After high school, Alex will explore housing options and supports available to him in his community that allow pets. • Alex will join a computer club.

<ul style="list-style-type: none"> • After high school, Alex will join a young adult computer club at MCCC or in his community. <p style="text-align: center;">Reasons for Examples</p> <ul style="list-style-type: none"> • Reflects data gathered through the transition assessment process. • Goals are things Alex will do after graduation from high school. • Goals are observable and measurable. • Goal supports Alex’s interests, preferences, strengths, and needs. • It is acceptable for a postsecondary goal to be short term (immediately following high school) or long term. Alex has expressed a desire to live on his own eventually. However, like many young people he may not be ready financially or emotionally to do this immediately following high school, while taking community college courses. • Joining a computer club is an acceptable use of an independent living goal. Independent living is not only defined by these questions: 1) Where will you live? and 2) With whom will you live? To provide a few examples, independent living may include community involvement, activities for enjoyment, and personal well-being. Alex likes computers, and his data assessment support that this would meet his interests, preferences, and strengths. 	<p style="text-align: center;">Reasons for Non-Examples</p> <ul style="list-style-type: none"> • Exploring housing options is an activity that could happen during high school. • The second goal is not observable or measurable or measurable. The goal must explicitly state that it occurs “upon graduation” or “after high school.”
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2. Is (are) the postsecondary goal(s) updated annually?	
<p style="text-align: center;">Example: Education and Training / Employment / Independent Living</p> <ul style="list-style-type: none"> • Postsecondary goals are identified in each required area and reflect current assessment data. <p style="text-align: center;">Reason for Example</p> <ul style="list-style-type: none"> • The annual review of the postsecondary goal is clearly stated and updated in the PLAAFP in the IEP document. 	<p style="text-align: center;">Non-Example: Education and Training / Employment / Independent Living</p> <ul style="list-style-type: none"> • Alex’s postsecondary goal is the same goal that was on his IEP his sophomore and junior year. <p style="text-align: center;">Reason for Non-Example</p> <ul style="list-style-type: none"> • No change to reflect current transition assessments (students evolving preferences, interests, strengths, and needs)

3. Is there evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment?

<p style="text-align: center;">Examples</p> <p>In the PLAAFP section of the IEP:</p> <ul style="list-style-type: none"> • Curriculum-based assessments • Teacher reports • Work evaluation • Career interest inventory • Student and parent interviews • Vineland Adaptive Behavior Scales • Work Evaluation <p style="text-align: center;">Reasons for Examples</p> <ul style="list-style-type: none"> • It includes information gathered over time. • It reflects student strengths, interests, preferences, and needs • It considers present and possible future environments, because the data relate logically with Alex’s stated postsecondary goals. • The information is from multiple sources and places. • The data sources are age-appropriate. • The IEP documents both the completion of the assessments, and the results, so that the information can be used throughout the IEP. 	<p style="text-align: center;">Non-Example</p> <p>In the PLAAFP section of the IEP: Box checked that “interview” and “rating scale” were completed.</p> <p style="text-align: center;">Reasons for Non-Example</p> <ul style="list-style-type: none"> • There is no indication of the results of these assessments to indicate how the data support the development of postsecondary goals and related transition services and annual goals.
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4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?

<p style="text-align: center;">Examples: Education/Training</p> <ul style="list-style-type: none"> • Schedule a meeting with a representative for FAFSA (guidance counselor and Alex by 3rd quarter of senior year) • Support filling out the FAFSA (FAFSA representative by 3rd quarter of senior year) • Exploration of local community college to take business courses (case manager by 4th quarter of senior year) • Assistance applying for college (case manager by 3rd quarter of senior year) 	<p style="text-align: center;">Non-Examples: Education/Training</p> <ul style="list-style-type: none"> • Instruction on decoding • Instruction on math skills <p style="text-align: center;">Reasons for Non-Examples</p> <ul style="list-style-type: none"> • No responsible agencies or timeframes listed • Instructional supports not related to disability or needs based on transition assessments. • Nothing relates to his postsecondary goals.
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<ul style="list-style-type: none"> • Touring the local community college institutions and the campus's disability support services center (Alex and Alex's mother by 1st quarter of senior year) • Update four-year plan to include opportunities relating to postsecondary goals (guidance counselor by 3rd quarter senior year) • Schedule a meeting with college disability support services (outside agency representative and Alex 4th quarter senior year) • Instruction on communication skill development (case manager by 3rd quarter of senior year) • Direct instruction on reading comprehension strategies, making inferences, and oral expression (special education teachers by 3rd quarter of junior year) <p style="text-align: center;">Reasons for Examples</p> <ul style="list-style-type: none"> • FAFSA supports, college program exploration, and touring colleges will support her reaching her postsecondary goals. • Updated four-year plans are required by law but are also useful with helping students explore interests and developing self-awareness. • It is documented he has difficulty with reading comprehension strategies, making inferences, and oral expression. • Alex has autism spectrum disorder. 	
<p style="text-align: center;">Examples: Employment</p> <ul style="list-style-type: none"> • On-the-job communication skill development (Alex, Alex's boss, and Job coach by 4th quarter of senior year) • Part-time employment (work program coordinator by 4th quarter senior year) • Vocational rehabilitation referral to determine eligibility for ongoing job coaching supports (case manager and 	<p style="text-align: center;">Non-Examples: Employment</p> <ul style="list-style-type: none"> • Complete application for a four-year university • Job shadowing at a hotel <p style="text-align: center;">Reasons for Non-Examples</p> <ul style="list-style-type: none"> • No responsible parties or

<p>vocational rehabilitation counselor by 3rd quarter of senior year)</p> <p>Reasons for Examples</p> <ul style="list-style-type: none"> • Alex’s postsecondary goal for education is to take business courses. • Alex needs to improve communication skills with his boss. • Because of Alex’s autism spectrum disorder, he will likely qualify for vocational rehabilitation services, which could potentially pay for ongoing job coaching supports after high school. 	<p>timeframes listed</p> <ul style="list-style-type: none"> • Alex’s postsecondary goal is to take courses at a community college, not at a four-year university • Alex’s postsecondary goals relate to his current job, not a hotel
<p>Example: Independent Living</p> <ul style="list-style-type: none"> • Money management instruction (case manager by 4th quarter) • Self-advocacy instruction (guidance counselor by 2nd quarter) <p>Reasons for Example</p> <ul style="list-style-type: none"> • Relevant to Alex’s postsecondary goals • Responsible parties and timeframes listed 	<p>Non-Example: Independent Living</p> <ul style="list-style-type: none"> • Money management instruction • Self-advocacy instruction <p>Reason for Non-Examples</p> <ul style="list-style-type: none"> • No responsible parties or timeframes listed

5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?

<p>Example</p> <p>Years of courses listed, reflecting state’s graduation requirements and identifying the following electives:</p> <ol style="list-style-type: none"> 1. Computer Applications 2. Math for the Workplace 3. Work Experience <p>Reasons for Example</p> <ul style="list-style-type: none"> • Courses listed are relevant to the student’s postsecondary goals • Courses listed reflect the student’s current and anticipated graduation date during 12th grade. 	<p>Non-Example</p> <p>For Alex’s 12th grade year, these courses are listed:</p> <ol style="list-style-type: none"> 1. Psychology 2. Art I 3. Calculus 4. PE 5. Study Hall 6. Journalism 7. Choir <p>Reasons for Non-Example</p> <ul style="list-style-type: none"> • Courses do not reflect adequate courses of study to meet Alex’s postsecondary goals. • Courses do not reflect Alex’s interests, strengths, or preferences for working in his current position.
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6. Is (are) there annual IEP goal(s) related to the student’s transition services needs?

<p>Example: Education and Training</p>	<p>Non-Example: Education and Training</p>
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<ul style="list-style-type: none"> Given direct instruction on inferences, Alex will infer authors' meanings in nonfiction texts earning a "meets expectations" or better for 3 out of 4 attempts based on teacher rubrics for 5 consecutive trials by the end of 4th quarter. Given direct instruction on oral expression, Alex will present information to the class earning a "meets expectations" or better on teacher rubrics for 3 out of 4 attempts for 5 consecutive attempts by the end of third quarter. <p style="text-align: center;">Reasons for Examples</p> <ul style="list-style-type: none"> Developing speaking and reading skills were both supported by transition data as areas of need for Alex. Goals support Alex's postschool aspirations. He will need reading comprehension and communication skills to be successful in postschool educational settings. Goals include a condition, measurable behaviors, criteria, and a timeframe. 	<ul style="list-style-type: none"> Alex will give a speak to his classmates. Alex will make get better at reading comprehension. <p style="text-align: center;">Reasons for Non-Examples</p> <ul style="list-style-type: none"> Goals do not include all components, which are condition, measurable behavior, criteria, and timeframe. Speaking in front of classmates could potentially be related to his need for improving communication. However, this goal needs more specificity to align to his postsecondary goals. This goal does not include all four components: condition, measurable behaviors, criteria, and timeframe.
<p style="text-align: center;">Examples: Employment</p> <ul style="list-style-type: none"> Given direct instruction on communicating with workplace bosses, Alex will greet his boss with an appropriate workplace greeting 4 out of 5 days per week for three consecutive weeks as measured by teacher rubrics by the end of the 4th school quarter. Given role play opportunities and direct instruction on communicating with boss during workplace emergencies, Alex will verbally state the emergency, tell the boss the help he needs, and will use a calm voice for 4 out of 5 trials for three consecutive weeks. <p style="text-align: center;">Reasons for Examples</p> <ul style="list-style-type: none"> This relates to Alex's current 	<p style="text-align: center;">Non-Examples: Employment</p> <ul style="list-style-type: none"> Alex will talk with his boss about emergencies that occur at work. Alex will ask his boss questions at work <p style="text-align: center;">Reasons for Non-Examples</p> <ul style="list-style-type: none"> Again, these goals do not reflect the required four components for compliant goals: condition, measurable behavior, criteria, and timeframe. The first goal assumes many emergencies happen at work; hopefully that is not the case. Furthermore, there is an assumption that Alex has the skills necessary to advocate. We know that he struggles with communicating with his boss. Thus, we should have him practice mock situations to help him develop his skills.

<p>postsecondary goals and needs he has related to those goals.</p> <ul style="list-style-type: none"> Goals include a condition, measurable behaviors, criteria, and a timeframe. 	<ul style="list-style-type: none"> The second question has the potential of being a meaningful goal. However, this goal must include all four components to ensure that it aligns to his postsecondary goals.
<p>Example: Independent Living</p> <ul style="list-style-type: none"> Given direct instruction on self-advocacy, Alex will request help, an item, or for a break 4 out of 5 days per week for three consecutive weeks as measured by teacher rubrics by the end of the 4th school quarter. <p>Reasons for Example</p> <ul style="list-style-type: none"> This relates to Alex’s current needs to be successful in adult life. Goal includes an effective condition, measurable behavior, criteria, and a timeframe. 	<p>Non-Example: Independent Living</p> <ul style="list-style-type: none"> Alex will ask for help. <p>Reason for Non-Example</p> <ul style="list-style-type: none"> These goals do not reflect the required four components for compliant goals: condition, measurable behavior, criteria, and timeframe.

7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?

<p>Example</p> <ul style="list-style-type: none"> Notification of conference including Alex as an invitee. <p>Reasons for Examples</p> <ul style="list-style-type: none"> There are multiple pieces of evidence (data/documentation) that Alex was invited to the IEP meeting where transition services would be discussed. 	<p>Non-Example</p> <ul style="list-style-type: none"> Alex’s signature on the IEP <p>Reasons for Non-Examples</p> <ul style="list-style-type: none"> There is no evidence that the student was invited to the IEP meeting where transition services would be discussed. Attending the IEP does not indicate that Alex was invited prior to the IEP, as required by law.
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8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP meeting with the prior consent of the parent or student who has reached the age of majority?

Examples	Non-Example
<ul style="list-style-type: none"> • A consent form signed by Alex’s mom and Alex indicating that the LEA may contact the disability services office at the community college of his choice. • An invitation to the conference in Alex’s file, which was mailed to an individual in the disability services office of the community college where Alex wants to attend, vocational rehabilitation counselor, and local housing authority representative. <p style="text-align: center;">Reasons for Examples</p> <ul style="list-style-type: none"> • Parental consent or student consent, if age of majority, is required to contact any adult agencies and release student information, which was provided. • An invitation documents that a representative from Disability Services of the college was invited to attend the meeting. 	<ul style="list-style-type: none"> • Alex verbally stated that he wanted to speak with people from outside agencies. <p style="text-align: center;">Reasons for Non-Examples</p> <ul style="list-style-type: none"> • If services are being provided and paid for that agency must be invited to attend the meeting and documentation of consent (parent or student if age of majority) evident, but no consent was documented. • Verbal report from student is not proof of participation from outside agency or consent for participation.

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