



NTACT

National Technical Assistance Center on Transition

Chris is a 19-year-old, senior identified with emotional disturbance. He is on track for a regular diploma; but due to absences and early high school course failures is taking five years to complete his diploma. Based on an informal interview with his Student Supports teacher, Chris said he wants to get his diploma. He talked about liking that he will graduate with a credential for Automotive Systems Technology by completing the Career and Technical Education courses. Chris is in general education settings for most of his courses. Chris is in one class each semester for study skills and behavioral strategy support. Chris is a friendly, outgoing student and works hard in classes that interest him. Academically, he has maintained a C average since his sophomore year. His emotions can “get the best of him”, according to his mother’s pre-meeting phone call with his teacher and this caused him to miss school early in high school, because he was anxious about not passing.

Chris also has a moderate hearing loss that requires him to wear a hearing aid. Chris told his teacher that he can “get by” with lip reading and learned some basic sign language in preschool and elementary school. When he wears his hearing aid, he is able to attend to the speech of others in the classroom and community with minimal effort. He does not mind wearing his hearing aids, but he sometimes forgets to take care of them as directed by the audiologist and the speech language therapist, according to his mother.

She also recounted that during elementary school, Chris exhibited behavioral outbursts including yelling and cursing loudly when things did not go his way in the classroom and at school. At the age of 15, he was sure that he would drop out of high school on his sixteenth birthday because he didn’t like school and wanted to earn money like his older relatives. By tenth grade, Chris’s mother and uncle met with the school’s counselor and his current Student Supports teacher and developed a behavior plan that provided him with some strategies that seem to have worked well for him since that time. Chris also identified courses that included career-related courses with work experiences. These accommodations to Chris’s schedule have resulted in his five-year high school plan; however, he and his family report that it will be worth it for him to graduate. Chris’s mother meets each semester with his Student Supports and CTE teacher.

Chris has worked part-time with his uncle at his welding shop and expressed an interest in working in a similar environment after high school. He has also learned from the vocational rehabilitation (VR) counselor for the high school that if he can take a few more courses beyond high school and can earn an advanced certification in a second area and be more likely to own his own business or earn more money. The VR counselor submitted notes to Chris’s SS teacher that documented she has connected him with Ivy Technical Community College (ITCC) for a tour and explanation of program options. His CTE teacher provided documentation on a pre-IEP update form that she had set up a job-shadowing experience at an auto mechanic shop for the current semester. She also reported that Chris’ grade point average in his credentialing courses is 3.7. At ITCC, Chris said he was informed about disability support services. He wants to be sure

he meets with the high school or VR counselor, so that he has the documents he needs to get support if he goes to a new employer or school. He explained that the JTC counselor had told him that he wouldn't automatically get extended time or a place to go "decompress" like he had in high school, unless he had "proof" he needed that. Chris's mother reported that she's observed him to be a bit anxious, as he anticipates finishing high school.

Based on the E-JAM results, Chris demonstrates a preference for noisy and indoor work environments where he can be active and implement hands on labor. At his uncle's welding business, he enjoys working with others, doing manual labor, and listening to loud music while working. He exhibits strengths in the area of mechanical work. Career assessments indicate that he is likely to be a serious, dedicated employee. AIR Self-determination assessments evidence student/parent/teacher scoring display discrepancy between student perceptions and score and parent score. Chris rated himself significantly higher than did teacher and parent. At home, he fixes appliances around the house. One time in the past year, Chris received criticism from his uncle because he was not consistently wearing appropriate safety gear. Chris did not accept the feedback well; he walked out of the shop and went home for the day.

Outside of school and his part-time job, Chris enjoys gaming. He has never played sports, and does not have an interest in them other than watching stock car races on television. For the past few years, he and his friends have worked to fix up a car they bought from the junk yard for a few hundred dollars. His uncle learned that one of the boys had entered a few local races on the weekends to win cash prizes. Chris has not raced the car, but fixed the body work. His hobby has prepared him with valuable vocational skills related to welding and automotive, but these races are illegal. The local police have begun to pay more attention to these events. Chris does not express any concern that he will be caught participating in the races, because he is not racing and knows his friends wouldn't do anything to get him in trouble. On the transition survey, Chris's uncle and mother stated that they are concerned that he will get into trouble with the law.

Age	19 years old
Disability	<ul style="list-style-type: none"> • Emotional Disturbance • Hearing Impaired
Placement	<ul style="list-style-type: none"> • General education courses • A Student Supports class for organizational and behavior strategies
Strengths	<ul style="list-style-type: none"> • C average since junior year • 3.7 GPA in Transportation and Logistics Credential pathway courses • Friendly and outgoing • Basic sign language and lip reading • Mechanical skills • Part time job • Enjoys working with others
Interests	<ul style="list-style-type: none"> • Working in his uncle's welding shop • Fixing cars • Watching car races • Mechanical tinkering • Going to school, so he can make more money (than if he dropped out or doesn't get his certification)

Preferences	<ul style="list-style-type: none"> • Being in classes he likes • Being around other people he knows • Mechanics and building 	
Needs	<ul style="list-style-type: none"> • Reacts spontaneously • Experiences a high degree of anxiety • Inconsistent attention to caring for his hearing aids • Lack of knowledge regarding documentation for postsecondary accommodations • Lack of understanding about illegal activities 	
	Postsecondary Vision	Transition Assessment Documentation
Chris	<ul style="list-style-type: none"> • Being successfully employed – in the area of welding, auto-body work, or related field • Completing courses to improve his career opportunities 	<ul style="list-style-type: none"> • E-JAM assessment • Informal interviews • School transition survey
Chris’s Family (mother & uncle)	<ul style="list-style-type: none"> • Achieving his goals for work • Living safely and contentedly 	<ul style="list-style-type: none"> • Parent interview
Outside Agency Representative (vocational rehabilitation counselor)	<ul style="list-style-type: none"> • Working in automotive or another related field • Completing courses at the technical program or community college 	<ul style="list-style-type: none"> • Notes provided to IEP team •
General Educator (career and technical education)	<ul style="list-style-type: none"> • Provides support for Trade school program and current forward progress in transmission overhaul • Has set up Community college/auto shop tours 	<ul style="list-style-type: none"> • Progress update form
Special Educator (Student Supports)	<ul style="list-style-type: none"> • No specific vision identified – synthesizes information from others 	<ul style="list-style-type: none"> • •
Additional Assessment Data	<ul style="list-style-type: none"> • AIR Self-Determination Scale • Grades • Behavior plan 	

Present Levels of Academic Achievement and Functional Performance (PLAAFP)

Academics: Chris has completed the first quarter of his senior year and has maintained a C average since his sophomore year (transcript). Chris qualifies for special education services for his emotional disturbance and a documented hearing impairment. Chris is in general education settings for most of his courses. Chris is in one class each semester for study skills and behavioral strategy support. He is pursuing a diploma with a concentration of coursework that will complete a credential in Transportation and Logistics (specifically, automotive technology)

when he graduates. He currently has a 3.7 grade point average in these program courses (CTE teacher contribution to IEP pre-checklist). He is preparing to pursue more courses at a technical school after high school (interview, VR counselor notes). Chris follows a behavior plan that includes accommodations such as extended time on assignments, testing in a separate setting, and an opportunity to meet with his Student Support teacher as needed throughout the school day in order to be successful at school (behavior plan, IEP). He is on track to graduate at the end of a fifth year of high school, based on early high school course failure and the CTE course concentration.

Functional: Based on the AIR Self-Determination Assessment, Chris has developed self-determination skills. In school settings, Chris needs to further develop and utilize self-determination skills. Chris demonstrates preferences for manufacturing and mechanical trades. He also prefers loud, active work environments (interview, E-JAM. Chris has worked at his uncle’s welding shop and is currently job-shadowing with an auto mechanic. (interview, pre-IEP checklist). Chris wants to be successful in a career. He is outgoing and enjoys his friends; but, has a tendency to experience anxiety, demonstrate frustration in unproductive ways, and currently may be unaware of illegal activity in which his friends are engaging (family interview, student interview).

Formula for writing a post-secondary goal:

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

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

Given _____ *condition* _____ *(student)* **will** _____ *(behavior)* _____ *(criteria)* _____ *(time frame)*
(teaching strategies)
e. g., direct instruction *e. g., 3 out 4 times* *(by June 09)*
modeling **80%**
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 service’s 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))

a) Is there an appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living?	
<p align="center">Example: Education and Training</p> <ul style="list-style-type: none"> • After graduation from high school, Chris will enroll in the Industrial Technology program at Ivy Technical Community College to obtain a welding certification. <p align="center">Reasons for Example</p> <ul style="list-style-type: none"> • Participation in training and education is the focus. • Expectation measurable, as in Chris enrolls or he does not. • It is stated in these goals that the training and education will occur after graduation. 	<p align="center">Non-Example: Education and Training</p> <ul style="list-style-type: none"> • Chris will apply to the industry certificate program at CPCC. <p align="center">Reason for Non-Example</p> <ul style="list-style-type: none"> • While measurable (i.e., apply) the goal is more akin to a transition service which will occur while Chris is in high school.
<p align="center">Example: Employment</p> <ul style="list-style-type: none"> • After high school, Chris will work part-time for an auto-body or auto mechanic, while taking classes. • After completing courses for certification from ITCC, Chris will 	<p align="center">Non-Example: Employment</p> <ul style="list-style-type: none"> • Chris has expressed interest in the automotive repair industry. • Chris wants to be a welder.

<p>obtain a small business license and contract out his services as a welder and will eventually be a shared or full partner in an automotive body shop.</p> <p>Example: Reasons for Example</p> <ul style="list-style-type: none"> • Goals will occur after high school. • Results of the goals are observable (i.e., Chris will or will not work part-time/ will or will not be a self-employed welder). • The goals align with Chris' current interests and strengths. 	<p>Reasons for Non-Examples</p> <ul style="list-style-type: none"> • "Want" or "expressed interest" are not outcomes. • Goal statements are not measurable. • It is not clear these goals will take place after high school.
<p>Example: Independent Living</p> <ul style="list-style-type: none"> • After graduation, Chris will follow the laws of his community to ensure his and others' safety. • After graduation, Chris will maintain his hearing aid equipment by attending annual check-ups with an audiologist. • After graduation, Chris will participate in counseling or other practices that provide him with resources to respond productively in stressful situations. <p>Reasons for Examples</p> <ul style="list-style-type: none"> • Goals will be achieved after high school. • Results of the goals are observable (e.g., Chris will or will not follow the law, attend medical appointments, participate in counseling). • Are derived from transition assessment results. • While the third goal may be a service in which Chris will be engaged or 	<p>Non-Example: Independent Living</p> <ul style="list-style-type: none"> • Chris wants to hang out with friends. • Chris wants a new less visible hearing aid. <p>Reasons for Non-Examples</p> <ul style="list-style-type: none"> • "Want" or "expressed interest" are not outcomes. • Goal statements are not measurable. • It is not clear these goals will take place after high school.

<p>linked before high school ends, it is important to state that he will continue to access counseling or engage in other effective practices that manage his anxiety, as this is relevant to his success in all aspects of his adult life.</p>	
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**“it may not always be necessary for the student to have separate postsecondary goals for training and education in these instances. Based on the individual needs of the student and the student’s plans after leaving high school, it may be reasonable for an IEP Team to interpret the areas of training and education as overlapping in developing postsecondary goals for a student. In these instances, an IEP Team could develop a combined postsecondary goal in the areas related to training and education. employment is a distinct activity from the areas related to training and education, and each student’s IEP must include a separate postsecondary goal in employment”.* For further information see Questions and Answers on Secondary Transition, Revised September 2011, OSEP, Retrieved <http://idea.ed.gov/explore/view/p/%2Croot%2Cdynamic%2CQaCorner%2C10%2C>.

2. Is (are) the postsecondary goal(s) updated annually?

<p>Example: Education and Training / Employment / Independent Living</p> <ul style="list-style-type: none"> Each postsecondary goal reflected information gathered during the recent transition assessment process, including data gathered since the implementation of Chris’ last IEP. <p style="text-align: center;">Reasons for Examples</p> <ul style="list-style-type: none"> The postsecondary goal reflects the information indicated in the updated information in the PLAAFP section of the IEP. The second Independent Living goal is identical to previous IEP’s; however, Chris’s attention to his hearing aids will be a life-long focus 	<p>Non-Example: Education and Training / Employment / Independent Living</p> <ul style="list-style-type: none"> Chris will participate in training after high school. Chris will get a part-time job. <p style="text-align: center;">Reason for Non-Examples</p> <ul style="list-style-type: none"> These goals do not appear to have been updated recently, as Chris is entering his final year of high school and has much more specific plans for his future
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3. Is there evidence that the measurable postsecondary goal(s) were based on age-appropriate transition assessment?

<p style="text-align: center;">Example</p>	<p style="text-align: center;">Non-Example</p>
<p>In the PLAAF section of the IEP:</p> <ul style="list-style-type: none"> • Interviews and E-JAM career assessment indicated interest and strength in automotive and welding. • Interviews, grades, teacher, and VR reports indicate interest and strength in current and technical school CTE courses. • Interviews, AIR SD Scale, and behavior plan indicate concern regarding control of emotions when stressed and knowledge of the law. However, strength as goal driven and self-advocate. • Interviews indicate Chris wants to have a successful career owning his own business. <p style="text-align: center;">Reasons for Examples</p> <ul style="list-style-type: none"> • Data are collected within the last year and from multiple people, using multiple types of assessment. • Data indicate student strengths, preferences, interests and needs. • It addresses information important for current and future environments. • Assessment sources are age-appropriate. • Data are reflected in the postsecondary goals. 	<ul style="list-style-type: none"> • Chris has a C average. He is on track to graduate. He has a diagnosis of emotional disturbance and a hearing impairment. <p style="text-align: center;">Reason for Non-Examples</p> <ul style="list-style-type: none"> • No information is provided that would suggest development of Chris's identified postsecondary goals.

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;">Example: Education/Training</p> <ul style="list-style-type: none"> • Instruction related to on the job safety (VR counselor for school, CTE teacher, End of third quarter) • Obtain documentation requirements for disability services at ITCC (Chris, VR counselor, by end of fourth quarter) • Complete referral paperwork to determine eligibility for VR services (currently receiving guidance as “potentially eligible”) – Chris, VR counselor for school <p style="text-align: center;">Reasons for Examples</p> <ul style="list-style-type: none"> • The transition services listed will be completed during the current year and prepare Chris for his postsecondary education/ training goal • Services reflect the types of services authorized by IDEA and persons responsible are indicated 	<p style="text-align: center;">Non-Example: Education and Training</p> <p>Intensive Reading Instruction</p> <ul style="list-style-type: none"> • Two trips to adult vocational day placement • Swimming classes at the local YMCA • Drivers Education <p style="text-align: center;">Reasons for Non-Examples</p> <ul style="list-style-type: none"> • Services are not individualized to Chris’ postsecondary goals • Services do not indicate who is responsible or by when the service will occur
<p style="text-align: center;">Example: Employment</p> <ul style="list-style-type: none"> • Job-shadowing experience related to auto mechanics (CTE teacher, VR counselor, by fourth quarter) • The summer after graduation from high school, Chris will attend BizCamp, a two-week, intensive summer program for students who are interested in entrepreneurship sponsored by the National Foundation for Teaching Entrepreneurship (responsibility of Chris, mother, CTE teacher, special education teacher – by end of fourth quarter) 	<p style="text-align: center;">Non-Example: Employment</p> <ul style="list-style-type: none"> • Chris will work as an auto mechanic. <p style="text-align: center;">Reason for Non-Example</p> <ul style="list-style-type: none"> • No responsible agencies or timeframes listed

<p style="text-align: center;">Reasons for Examples</p> <ul style="list-style-type: none"> • The transition services listed will be completed during the current year and prepare Chris for his postsecondary employment goals • Services reflect the types of services authorized by IDEA and persons responsible are indicated 	
<p style="text-align: center;">Example: Independent Living</p> <ul style="list-style-type: none"> • Mentor program through local YMCA/police department (special education teacher, end of first semester) • Problem-solving anger-management strategy instruction (Special Education Teacher, school counselor End of second quarter) • Audiology for hearing aid maintenance (Chris and Parent by end of the year) • Referral to Medicaid for augmentative communication device coverage (i.e., hearing aid) (Case manager and parent by end of year) <p style="text-align: center;">Reasons for Examples</p> <ul style="list-style-type: none"> • These transition services can be provided during the current IEP to prepare Chris for his postsecondary Independent Living goals • Services are individualized, reflect the categories authorized in IDEA, and indicate persons responsibility 	<p style="text-align: center;">Non-Example: Independent Living</p> <ul style="list-style-type: none"> • Complete the Brigance Transition Skills Inventory to identify areas of instruction in daily living skills. <p style="text-align: center;">Reasons for Non-Examples</p> <ul style="list-style-type: none"> • This is not an appropriate assessment for Chris • Persons responsible and timelines are not indicated.

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

Example	Non-Example
<p>Courses are listed identifying what Chris will take his final semesters of high school. These courses are:</p> <ol style="list-style-type: none"> 1. English IV (1 Credit) 2. Mathematics III (1 credit) 3. Mathematics IV (1 credit) 4. Science (1 Credits) 5. Demonstration of proficiency in state testing of computer skills 6. Career/Technical – Automotive Services III (1 Credits) 7. Electives - Manufacturing I & Core and Sustainable Construction (2 Credits) <p style="text-align: center;">Reason for Examples</p> <ul style="list-style-type: none"> • Chris’s postsecondary goal is to take courses at Ivy Technical Community College to eventually own his own business. This course of study is helping him complete an industry credential and prepare to enroll. 	<p>The IEP lists the following courses as Chris’s course of study:</p> <ol style="list-style-type: none"> 1. Functional Reading (1 Credit) 2. Problem Solving in the Workplace (1 Credit) 3. Functional Math (1 Credit) <p style="text-align: center;">Reasons for Non-Examples</p> <ul style="list-style-type: none"> • The courses listed are not courses that will help Chris meet his postsecondary goal of completing the coursework for a welding certificate at a technical college and full-time employment. • The courses do not reflect multi-year coursework that will help Chris meet his postsecondary goals.

6. Is (are) there annual IEP goal(s) related to the student's transition service's needs?

Example: Education and Training

- Given explicit instruction on entrepreneurial traits and behaviors, guided practice, and self-assessment, Chris will list 4 out of 5 personal traits/behaviors associated with successful entrepreneurial performance prior to the end of the first school quarter for 5 consecutive trials.
- Given small group instruction on work safety skills, a task analysis, and self-monitoring sheet, Chris will demonstrate appropriate safety skills in automotive services class with 100% accuracy for 10 out of 10 trials during the duration of the IEP.

Reasons for Examples

- Annual goals will be accomplished by Chris while in high school to prepare him to successfully complete welding courses at Ivy Technical Community College.
- Annual goals focus on skills and knowledge to be mastered, that are measurable.
- Goals include a condition, measurable behaviors, criteria, and a timeframe.

Non-Example: Education and Training

- Chris will list the personal traits/behaviors associated with successful entrepreneurial performance.
- Chris will demonstrate appropriate safety skills in class.

Reasons for Non-Example

Goals do not include all components (condition, measurable behavior, criteria, and timeframe).

Examples: Employment

- Given a whole task instruction and a task analysis for repairing a corner panel to a car, Chris will demonstrate the steps in the task analysis with 80% accuracy and no more than one verbal

Non-Example: Employment

- Given a whole task instruction for repairing a corner panel to a car, Chris will demonstrate the steps in the task analysis.

<p>prompt weekly by the end of the first school semester.</p> <ul style="list-style-type: none"> Given direct instruction for completing a small business license application, guided practice, and personal information, Chris will complete an application with 100% accuracy by the end of the 1st school semester. <p style="text-align: center;">Reasons for Example</p> <ul style="list-style-type: none"> Annual goals will be accomplished by Chris while in high school to prepare him part- and later full-time employment after high school. Annual goals focus on skills and knowledge to be mastered, that are measurable. Goals include a condition, measurable behaviors, criteria, and a timeframe. 	<ul style="list-style-type: none"> Chris will complete an application with 100% accuracy by the end of the 1st school semester. <p style="text-align: center;">Reason for Non-Example</p> <ul style="list-style-type: none"> Goals do not include all components (condition, measurable behavior, criteria, and timeframe).
<p style="text-align: center;">Example: Independent Living</p> <ul style="list-style-type: none"> Given computer/video enacted role-plays of legal and illegal activities, Chris will categorize activities with 80% accuracy by March of 2019. Given role play scenarios and problem-solving strategy, Chris will accurately apply each of the strategy components on 4 of 5 trials, presented across one month, as well as generalize to natural settings by the end of the school year. <p style="text-align: center;">Reasons for Example</p> <ul style="list-style-type: none"> Annual goals will be accomplished by Chris while in high school to prepare 	<p style="text-align: center;">Non-Example Independent Living</p> <ul style="list-style-type: none"> Chris will meet with the resource officer at the school to discuss the difference between illegal and legal activities. Chris will visit the school nurse once a week to talk about hearing aid care. <p style="text-align: center;">Reasons for Non-Example</p> <ul style="list-style-type: none"> Goals do not include all components (condition, measurable behavior, criteria, and timeframe). Goals suggest an activity rather than learning a specific skill

<p>him for living independently after high school.</p> <ul style="list-style-type: none"> • Annual goals focus on skills and knowledge to be mastered, that are measurable. • Goals include a condition, measurable behaviors, criteria, and a timeframe. 	
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7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?	
<p style="text-align: center;">Example</p> <ul style="list-style-type: none"> • Notification of conference and follow up letter sent. • Copies of letters in his file. <p style="text-align: center;">Reasons for Example</p> <ul style="list-style-type: none"> • There is evidence that the student was invited to the IEP meeting where transition services would be discussed. 	<p style="text-align: center;">Non-Example</p> <ul style="list-style-type: none"> • No documentation of invitation. <p style="text-align: center;">Reason for Non-Example</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.

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 Chris, who is 19, indicating that the LEA may contact Ivy Technical Community College • A consent form signed by Chris for the LEA and VR counselor for the high school to share information about Chris’ academic transcripts, IEP, and potential services • A meeting noticed in the file, indicating invitation to the vocational rehabilitation counselor <p style="text-align: center;">Reasons for Examples</p> <ul style="list-style-type: none"> • Parental consent or student assent (once age of majority) is required to contact any outside agencies and release student information • An invitation documents that providers who are likely to provide or pay for transition services were invited to attend the meeting 	<ul style="list-style-type: none"> • Notes from the VR counselor about a meeting with Chris, without documentation that Chris had consented to sharing transcripts and other information with the VR counselor • A statement from Chris’s parents that they attended the local college fair <p style="text-align: center;">Reasons for Non-Example</p> <ul style="list-style-type: none"> • Coursework does not indicate participation of adult agencies. • Attending a college fair is an activity not an invitation

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