

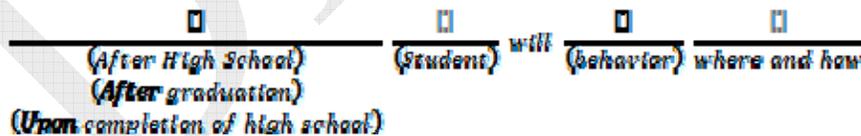
Jodi

Jodi is a 17 year old student with mild cognitive disabilities. She is currently in her third year of high school, but she plans to go to school until she is 21 years old. She is completing a specialized course of study that includes both applied academics and vocational preparation to receive a high school diploma. Jodi lives at home with her mother, who is a real estate agent. Jodi’s mother is supportive of her plans, and has a special interest in improving Jodi’s ability to read. Jodi likes to look at magazines, store advertisements, and newspapers. Sometimes she can decode the words in them. She has never had an opportunity to budget her money although she identifies all bills and coins. She can also make change and pay for items in simulated and community experiences.

After high school, Jodi wants to go to the community college and work at a large department store running the register or stocking items on the shelves. This year, she worked at a discount store during school hours, and did well. There, she mostly stocked shelves, but a few days she ran the register with her job coach nearby to assist when needed. She can make change independently, but she got confused and nervous when customers asked her questions she could not answer. Jodi will need to get herself to work each afternoon, but her mom will be able to pick her up. Neither Jodi nor her mother has ever taken a city bus to get anywhere. Furthermore, her mother is scared of the idea of her talkative daughter sitting on the bus with strangers.

Jodi’s mother believes that she would be happy in a retail position, but she would like Jodi to get to explore other jobs within the retail environment, such as janitorial tasks, organizational tasks, and jobs within the store café. Jodi expressed that any of those jobs would be fine, as long as she could earn money. However, her special education teacher has concerns that Jodi’s hygiene skills are not adequate for a food service environment. She frequently touches her hair and face during the day, although she always appears clean. At her most recent vocational experience, Jodi’s site supervisor was pleased with her work ethic but indicated that he had to provide consistent prompting to Jodi about excessive talking when she should have been working. He expressed concern that this could ultimately cause her to lose a job in the future, because as her talking increased, her productivity decreased.

Formula for writing a post secondary goal:



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

Given / **■** (condition @ (teaching strategies) @ e.g., direct instruction @ modeling @ peer tutoring) / ((student)) will / ((behavior))

**NSTTAC 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))

<b>1. Is there an appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living?</b>	
<b>Example</b>	<b>Non Example</b>
<p>(Education and Training 1) The fall after high school, Jodi will attend the Customer Service Representative course offered through the Pathways to Employment program at Central Piedmont Communication College.</p> <p>(Education and Training 2) After graduation, Jodi will participate in compensatory education courses at the community college focusing on life skills instruction, functional reading, functional math, productivity, and basic employability skills.</p> <p><i>These goals <b>meets</b> I-13 standards for Item #1 for the following reasons:</i></p> <ul style="list-style-type: none"> <li>a) <i>Attending courses in a postsecondary education environment is the focus of the goal.</i></li> <li>b) <i>Goals reflect Jodi’s strength, interests, and preferences.</i></li> </ul> <p>(Employment 1) Within three months after graduation, Jodi will be competitively employed, working 20 or more hours, in a in the retail industry with time limited supports of a job coach.</p> <p>(Employment 2) After high school, Jodi will volunteer for 10 hours per week at the local hospital in the medical records department, food service department, and patient services with time limited supports of a job coach.</p> <p><i>These goals <b>meets</b> I-13 standards for Item #1 for the following reasons:</i></p> <ul style="list-style-type: none"> <li>a) <i>Participation in or maintenance of employment is the focus of these goals.</i></li> <li>b) <i>Expectation, or behavior, is explicit, as in Jodi continues employment, or does not and Jodi accesses adult agency service (or does not).</i></li> <li>c) <i>It is stated in this goal that increased employment and use of adult services will occur after Jodi leaves high school.</i></li> </ul> <p>(Independent Living 1) After high school, Jodi will travel to and from work using the public transportation system with time-limited supports of a job coach or Community Alternative Program service provider.</p> <p>(Independent Living 2) Jodi will assume responsibility for a share of living expenses by saving money earned at work and</p>	<p>(Education and Training 1) After leaving high school, Jodi wants to take some classes.</p> <p>(Education and Training 2) Jodi will take compensatory education classes.</p> <p><i>These goals <b>do not</b> meet I-13 standards for Item #1 for the following reason:</i></p> <ul style="list-style-type: none"> <li>a) <i>“wants” is not observable</i></li> <li>b) <i>It is not clear whether the goals take place after graduation from high school</i></li> </ul> <p>(Employment 1) Upon graduation from high school, Jodi hopes to improve her vocational skills through work experiences.</p> <p>(Employment 2) Jodi will complete 10 hours of community service.</p> <p><i>These goals <b>do not</b> meet I-13 standards for Item #1 for the following reasons:</i></p> <ul style="list-style-type: none"> <li>a) <i>The expectation for learning, or behavior, is not explicitly stated.</i></li> <li>b) <i>It is not clear that the activities will continue to occur, or will occur after high school.</i></li> </ul> <p>(Independent Living 1) Jodi will rely on Mom to take her to and from work each day.</p> <p>(Independent Living 2) Jodi will put money earned in the</p>

following a budget set by Jodi and her parents.

*These goals meet I-13 standards for Item #1 for the following reasons:*

- a) Participation in independent living skill development, specifically community participation, is the focus of this goal.*
- b) Use of the bus can be measured, as in Jodi performs the necessary activities or does not perform the activities.*
- c) The expectation, or behavior, is explicit, as in Jodi performs the required activities or she does not.*
- d) It is stated in this goal that the instruction will occur after graduation.*

bank.

*These goals **do not** meet I-13 standards for item #1 for the following reasons:*

- a) The expectation for learning, or behavior, is not explicitly stated.*
- b) It is not stated that the goal will occur after high school.*

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2 . Is (are) the postsecondary goal(s) updated annually?	
Example	Non Example
<p>(Education and Training 1 &amp; 2 and Employment 1 &amp; 2) The statement of Present Level of Academic and Functional Performance (PLAAFP) indicated that “<u>during the past semester</u> Jodi’s work study observations and employer feedback have indicated her potential as dependable employee. Jodi enjoys working in the retail industry in her current part-time job...Data sheets also indicate that Jodi has continued to struggle with reading in the community during CBI and work experiences with school staff this year...”</p> <p>The goals <b>meet</b> I-13 standards for Item #2 for the following reasons:</p> <ul style="list-style-type: none"> <li>a) “during the past semester” and “this year” indicates that the Present Level of Performance information was updated annually</li> <li>b) the PS Goals identified in this IEP align with the updated PLAAFP statement</li> </ul>	<p>Absence of postsecondary goals.</p> <p>These goals <b>do not</b> meet I-13 standards for Item #1 for the following reasons:</p> <ul style="list-style-type: none"> <li>a) No postsecondary goals would be a clear indication that they were not reviewed annually</li> </ul>

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

Example	Non Example
<p>(State assessment → state present level → link to postsecondary goals)</p> <p>The review of records indicates quarterly progress notes since 9<sup>th</sup> grade that document Jodi’s progress in her classes, including employment-related skills in school and community based work experiences. File includes an employee evaluation completed by one of Jodi’s employers regarding her performance during the fall semester of the current year where she demonstrated positive workplace behaviors. Jodi completed the <i>Self-Directed Search Form E</i> with the transition coordinator one year prior to this IEP and the results indicate that Jodi prefers social careers where she can be around people. She can be described as cooperative, friendly, helpful, and social. These results suggest that her post secondary goal of employment in retail is appropriate.</p> <p>Jodi completed the Brigance Employability Skills Inventory. The test reported that she was functioning at grade 3 in reading and at grade 4 in math. Her intake assessment suggested that she has adequate verbal skills. The quick-screen indicated she lacked basic employment literacy skills in math and reading which suggests Jodi will need some time-limited job coaching services.</p> <p><i>This example meets I-13 standards for Item #3 for the following reasons:</i></p> <ul style="list-style-type: none"> <li>○ <i>It includes information gathered over time.</i></li> <li>○ <i>It reflects student strengths, interests, and preferences.</i></li> <li>○ <i>It is associated with present (end of course and grade scores) and future environments (employer letter and employment specialist observation).</i></li> <li>○ <i>The information is from multiple sources and places.</i></li> <li>○ <i>The data sources are age-appropriate.</i></li> </ul>	<p>Jodi demonstrates consistent accuracy using a computer, calculator, or adding machine to calculate all operations with two and three digit problems. Jodi struggles with reading comprehension at the 3<sup>rd</sup> grade reading level, but demonstrates oral comprehension skills that are considerably higher. Jodi is a very outgoing young woman who enjoys interacting with others. Within the structure of the classroom and her worksites, she demonstrates good decision-making skills; however, if there are infinite choices, she needs guidance from someone in authority. Jodi has strong verbal communication skills and is perceptive about the moods of others. Jodi is able to make correct change and count money; however, she struggles to accurately budget her finances in simulated activities. Jodi demonstrates independence in caring for her food and hygiene needs, but is not able to navigate in the community alone.</p> <p><i>This information does not meet I-13 standards for Item #3 for the following reasons:</i></p> <ul style="list-style-type: none"> <li>○ <i>It is not clear that the information is gathered over time.</i></li> <li>○ <i>The information does not indicate that it reflects student strengths, interests, and preferences.</i></li> <li>○ <i>The information does not clearly relate to goals or environments beyond Jodi’s current setting.</i></li> </ul>

4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?	
Examples	Non Examples
<p>(Education and Training, Employment Instruction)</p> <ul style="list-style-type: none"> <li>• Travel training</li> <li>• Instruction related to hygiene</li> <li>• Instruction related to functional math skills</li> <li>• Personal banking instruction</li> <li>• Community based instruction at Wal-Mart to introduce to retail employment skills</li> <li>• Instruction related to social skills in school and work settings</li> </ul> <p><i>These services <b>meet</b> the I-13 requirements for item #4 for the following reasons:</i></p> <ol style="list-style-type: none"> <li><i>a) Instruction is related to postsecondary goals</i></li> <li><i>b) Services can be provided by the school</i></li> </ol>	<p>(Education and Training, Employment Instruction)</p> <ul style="list-style-type: none"> <li>• Driver's education</li> <li>• Community based instructional experiences in restaurant settings</li> </ul> <p><i>These services <b>do not</b> meet the I-13 requirements for item #4 for the following reasons:</i></p> <ol style="list-style-type: none"> <li><i>a) Instructional activities do not correspond with postsecondary goals</i></li> </ol>
<p>(Education and Training, Employment Related Service)</p> <ul style="list-style-type: none"> <li>• Counseling services to improve self-confidence</li> <li>• Occupational therapy to improve fine motor skills and performance of activities of daily living</li> </ul> <p><i>These services <b>meet</b> the I-13 requirements for item #3 for the following reasons:</i></p> <ol style="list-style-type: none"> <li><i>a) Instruction is related to postsecondary goals</i></li> <li><i>b) Services can be provided by the school</i></li> </ol>	<p>(Education and Training, Employment Related Service)</p> <ul style="list-style-type: none"> <li>• Community visits to retail environments</li> <li>• Instruction related to money usage</li> </ul> <p><i>These services <b>do not</b> meet the I-13 requirements for item #3 for the following reasons:</i></p> <ol style="list-style-type: none"> <li><i>a) Instructional activities do not correspond with postsecondary goals</i></li> </ol>
<p>(Employment Community Experience)</p> <ul style="list-style-type: none"> <li>• Job shadowing in a retail environment</li> <li>• Practice using public transportation</li> <li>• Visit four retail settings that are prospective employers</li> <li>• Mock interviews with an employment specialist at a community based instruction site</li> </ul> <p><i>These services <b>meet</b> the I-13 requirements for item #3 for the following reasons:</i></p> <ol style="list-style-type: none"> <li><i>a) Instruction is related to postsecondary goals</i></li> <li><i>b) Services can be provided by the school</i></li> </ol>	<p>(Employment Community Experience)</p> <ul style="list-style-type: none"> <li>• Watch series of videos depicting appropriate community behavior</li> <li>• Participate in role play activities in the classroom related to using a register</li> <li>• Visit aquatic center for Special Olympics swimming practice</li> <li>• Use internet to identify directions to job site</li> <li>• Call bus company to ask about route and schedule information</li> </ul> <p><i>These services <b>do not</b> meet the I-13 requirements for item #3 for the following reasons:</i></p> <ol style="list-style-type: none"> <li><i>a) Instructional activities do not correspond with postsecondary goals</i></li> </ol>
<p>(Employment and Other Post School Living Objectives)</p> <ul style="list-style-type: none"> <li>• After school paid work experience at Target</li> <li>• Volunteer position at Habitat for Humanity Thrift Store</li> </ul> <p><i>These services <b>meet</b> the I-13 requirements for item #3 for the following reasons:</i></p> <ol style="list-style-type: none"> <li><i>a) Instruction is related to postsecondary goals</i></li> <li><i>b) Services can be provided by the school</i></li> </ol>	<p>(Employment and Other Post School Living Objectives)</p> <ul style="list-style-type: none"> <li>• Paid at home to walk family pet two times daily</li> <li>• Job coaching services at veterinary clinic</li> </ul> <p><i>These services <b>do not</b> meet the I-13 requirements for item #3 for the following reasons:</i></p> <ol style="list-style-type: none"> <li><i>a) Instructional activities do not correspond with postsecondary goals</i></li> </ol>
<p>(Functional Vocational Evaluation)</p> <ul style="list-style-type: none"> <li>• Completing a career preference inventory</li> </ul>	<p>(Functional Vocational Evaluation)</p> <ul style="list-style-type: none"> <li>• Completing an algebra exam</li> </ul>

<ul style="list-style-type: none"><li>• Completing an adaptive behavior scale</li><li>• Completing a self-determination scale</li></ul> <p><i>These services <b>meet</b> the I-13 requirements for item #3 for the following reasons:</i></p> <ul style="list-style-type: none"><li>a) <i>Instruction is related to postsecondary goals</i></li><li>b) <i>Services can be provided by the school</i></li></ul>	<ul style="list-style-type: none"><li>• End of grade testing for language arts and civics</li><li>• Scholastic Aptitude Test (SAT) completion</li></ul> <p><i>These services <b>do not</b> meet the I-13 requirements for item #3 for the following reasons:</i></p> <ul style="list-style-type: none"><li>a) <i>Instructional activities do not correspond with postsecondary goals</i></li></ul>
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**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>The box on the IEP is checked showing that the student will engage in the North Carolina Occupational Course of Study:</p> <ol style="list-style-type: none"> <li>1. Occupational English II, III, IV (3 Credits [remaining])</li> <li>2. Occupational Mathematics II, III (3 Credits [remaining])</li> <li>3. Life Skills Science I, II (2 Credits)</li> <li>4. Social Studies I (Government/US History), II (Self-advocacy/Problem solving) (2 Credits)</li> <li>5. Computer proficiency as specified in IEP</li> <li>6. Health and Physical Education (1 Credit)</li> <li>7. Career Technical Education (3 Credits [remaining])</li> <li>8. Occupational Preparation (4 Credits [remaining])</li> <li>9. Includes completion of 150 hours (remaining) of school-based training, 160 hours (remaining) of community-based training, and 360 hours of paid employment</li> <li>10. Elective credits/completion of IEP objectives/Career portfolio</li> </ol> <p><i>These courses of study <b>meet</b> I-13 standards for Item #5 for the following reason:</i></p> <ol style="list-style-type: none"> <li>a) <i>The coursework listed is appropriate for Jodi because her postsecondary goals include participation in the non-degree program for students with cognitive disabilities at the community college, competitive employment, and using public transportation independently; therefore, her coursework is intended to include courses that have a functional foundation in instruction and will allow her to meet her IEP objectives.</i></li> <li>b) <i>The courses of study listed also indicated the courses remaining to be completed in this course of study, as she's in her third year of high school currently.</i></li> </ol>	<p>The box on the IEP is checked showing that the student will engage in the North Carolina College Tech Prep Course of Study:</p> <ol style="list-style-type: none"> <li>1. English I, II, III, IV (4 Credits)</li> <li>2. Mathematics I, II, III (Algebra I, Geometry, Algebra II OR Algebra I, Technical Math I&amp;II, OR Integrated Mathematics I, II,&amp;III) (3 Credits)</li> <li>3. Science (A physical science course, Biology, Earth/Environmental Science) (3 Credits)</li> <li>4. Social Studies (Government/Economics, US History, World Studies) (3 Credits)</li> <li>5. Demonstration of proficiency in state testing of computer skills</li> <li>6. Health and Physical Education (1 Credit)</li> <li>7. Career/Technical (4 Credits)</li> <li>8. Electives (2 Credits)</li> </ol> <p><i>These courses of study <b>do not</b> meet I-13 standards for Item #5 for the following reasons:</i></p> <ol style="list-style-type: none"> <li>a) <i>The courses listed are not appropriate for Jodi because they will not help her meet her postsecondary goals of participating in life-skill &amp; employment focused education program and traveling independently in the community. Instead, these courses are intended for a student that would like to pursue a 4-year degree from a community college or university.</i></li> </ol>

**6 . Is (are) there annual IEP goal(s) related to the student’s transition services needs?**

Example	Non Example
<p>(Education and Training 1) With direct instruction, modeling, and self-paced instruction using the Key Train workplace skills training system, Jodi will demonstrate a performance level of two as measured by the Key Train listening and teamwork assessment by the end of the second school semester.</p> <p>(Education and Training 2) With daily direct instruction and use of high-interest reading materials such as the newspaper, teen magazines, and young adult women’s magazines, school-approved websites, and short stories for adults, Jodi will increase her reading comprehension scores by one grade level by April 1, 2009.</p>	<p>(Education and Training 1) Jodi will complete Driver’s education course.</p> <p>(Education and Training 2) Jodi will participate in the coursework for Occupational Course of Study (OCS) English 11.</p>
<p><i>These goal statements <b>meet</b> I-13 standards for Item #6 for the following reasons:</i></p> <ul style="list-style-type: none"> <li>a) <i>Goal one is focused on Jodi’s acquisition of employability skills that will support her enrollment in the non degree program at the community college.</i></li> <li>b) <i>Goal two is focused on Jodi’s acquisition of reading comprehension skills that will support postsecondary goal of continued life skills instruction.</i></li> <li>c) <i>Goals include a condition, measurable behaviors, criteria, and a timeframe.</i></li> </ul>	<p><i>These goal statements <b>do not meet</b> I-13 standards for Item #6 for the following reasons:</i></p> <ul style="list-style-type: none"> <li>a) <i>Goals do not include all components (condition, measurable behavior, criteria, and timeframe).</i></li> <li>b) <i>Goals not related to Jodi’s postsecondary goals.</i></li> </ul>
<p>(Employment 1) Given 3 retail job shadowing experiences, Jodi will identify her likes and dislikes of retail employment options by completing a job site interest survey and verbally describing her preferences by April 1, 2009.</p> <p>(Employment 2) Given 2 job shadowing experiences, one in each of the following industries: food service and janitorial, Jodi will identify her likes and dislikes of each industry by completing a job site interest survey and verbally describing her preferences during the duration of this IEP.</p>	<p>(Employment 1) Jodi will job shadow the cashier at Wal-Mart.</p> <p>(Employment 2) Jodi will complete the Kuder Interest Inventory.</p>
<p><i>These annual goals <b>meet</b> I-13 standards for Item #6 for the following reasons:</i></p> <ul style="list-style-type: none"> <li>a) <i>Preparing for employment is the primary focus of this goal.</i></li> <li>b) <i>Goals include a condition, measurable behaviors, criteria, and a timeframe.</i></li> </ul>	<p><i>These annual goals <b>do not meet</b> I-13 standards for item #6 for the following reasons:</i></p> <ul style="list-style-type: none"> <li>a) <i>Goals do not include all components (condition, measurable behavior, criteria, and timeframe).</i></li> <li>b) <i>Goal one does not support postsecondary goals</i></li> <li>c) <i>Goal two is an activity rather than a goal</i></li> </ul>
<p>(Independent Living 1) Given direct instruction and guided practice, Jodi will identify which public bus route she will need to ride in order to get from her house to the grocery store, target, and community college 4 out of 4 opportunities by April of 2009.</p> <p>(Independent Living 2) Given explicit instruction on saving money and balancing a checkbook, Jodi will demonstrate how to write a check, make checking account deposits and</p>	<p>(Independent Living 1) Jodi will read the classifieds.</p> <p>(Independent Living 2) Jodi will learn to read the phone book.</p>

withdrawals, manage and balance a checkbook, 4 out of 6 opportunities during the duration of her IEP.

*These annual goals **meet** I-13 standards for Item #6 for the following reasons:*

- a) Annual goals primarily focus on supporting independent living skills.*
- b) Balancing a checkbook is a critical independent living skill that is appropriate for Jodi to develop while in high school.*
- c) Goals include a condition, measurable behaviors, criteria, and a timeframe.*

*These annual goals **do not** meet I-13 standards for item #6 for the following reasons:*

- a) Goals do not include all components (condition, measurable behavior, criteria, and timeframe).*
- b) Goals do not support postsecondary goals.*
- c) Goals are activities rather than goals*

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<b>7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?</b>	
<b>Example</b>	<b>Non Example</b>
<p>Telephone log in file documenting conversation with Jodi, inviting her to the IEP team.</p> <p><i>This documentation <b>meets</b> I-13 standards for Item #7 for the following reasons:</i></p> <p style="margin-left: 40px;"><i>a) There is evidence that the student was invited to the IEP meeting where transition services would be discussed.</i></p>	<p>Special education teacher reported inviting Jodi to the conference.</p> <p><i>This documentation <b>does not</b> meet I-13 standards for Item #7 for the following reasons:</i></p> <p style="margin-left: 40px;"><i>a) Reporting a conversation does not provide documentation/ evidence that a student was invited to the IEP meeting where transition services would be discussed.</i></p>

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<b>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?</b>	
<b>Example</b>	<b>Non Example</b>
<ul style="list-style-type: none"> <li>• A consent form signed by Jodi’s guardian, indicating that the LEA may contact employers, inviting them to the IEP meeting to coordinate job shadowing</li> <li>• A consent form signed by Jodi’s guardian, indicating the LEA may contact Vocational Rehabilitation</li> <li>• A consent form signed by Jodi’s guardian, indicating the LEA may contact the Community Alternatives Program</li> <li>• An invitation to conference to a rehabilitation counselor with VR</li> <li>• An invitation to conference in the file for Community Alternatives Program</li> </ul> <p><i>These examples <b>meet</b> the I-13 requirement for item #8 for the following reasons:</i></p> <ul style="list-style-type: none"> <li><i>a) Parental consent is required in order to contact any adult agencies and release student information</i></li> <li><i>b) An invitation documents that a representative from VR, CAP, and potential employment sites were invited to attend the meeting</i></li> </ul>	<ul style="list-style-type: none"> <li>• A consent form not signed by Jodi’s guardian requesting approval to refer Jodi to an adult agency</li> <li>• A brochure from each employer’s company inserted as an attachment to the student’s confidential file</li> <li>• The names of each company listed on the IEP as persons responsible for providing the transition service</li> </ul> <p><i>These examples <b>do not</b> meet the requirements for I-13 item #8 for the following reasons:</i></p> <ul style="list-style-type: none"> <li><i>a) Consent is required in order to contact any adult agencies and release student information from a parent or a student who is age of majority</i></li> <li><i>b) Statement does not indicate an invitation to conference was sent to VR or CAP.</i></li> </ul>

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