

A. Interests and Preferences

1. Date of Annual Student Interview

- The student is to be actively involved in planning for his/her secondary program as it relates to postsecondary training and employment, independent living and community participation.
- In addition to age-appropriate transition assessments, the student is to participate in an annual transition interview.
- The interview may be formal or informal; however, a brief discussion about postsecondary goals is not considered an appropriate transition interview.
- The interview must be updated annually.

2. Discussion of interests & preferences, and age-appropriate transition assessments

- Focus on employment/career and independent living (includes living arrangements, transportation, community participation, recreational activities) interests/choices.
- Avoid personal likes (i.e., likes hanging out with friends, enjoys eating pizza, etc.).
- Interests and preferences may be based on interest surveys, interviews, observations, parent report, etc.

3. Age-appropriate transition assessments

- Transition assessments are an ongoing process of collecting data on the individual's needs, preferences, and interests.
- Multiple sources of age-appropriate transition assessments are to be documented (including name of assessment and date of administration, who administered the assessment and summary of results).
- Quality transition assessments include multiple evaluations on an on-going basis and should consider areas of need such as communication, self-advocacy, mobility training, vocational competency, self-help/personal management and social competency.
- Age-appropriate means a student's chronological age, rather than developmental age.
- Transition assessments leads to the development of measurable post-secondary goals, courses of study, transition services, annual goals, and agency linkages; and serves as the foundation of the entire IEP which is based on new and current transition assessments each year.
- The student's strengths, interests, and preferences must be considered. For some students, this information may be obtained through situational assessment and/or observation. It is not sufficient to interview only the parent(s).
- Transition assessments must be comprehensive and more than a single "snapshot".
- Transition assessment data can be gathered through a combination of methods, including computer or web-based assessments; paper and pencil tests; structured student and family interviews; observational school, community or work-based assessments (situational or environmental); and curriculum-based assessments. They can be formal or informal.
- Brief student interviews (discussions) do not constitute as an appropriate transition assessment.



B. Post-Secondary Goals

- Post-secondary goals are goals the student hopes to achieve after leaving high school.
- Post-secondary goals are measurable (observable behaviors) outcomes, indicating what a student “will” do.
- A post-secondary goal is not the process of pursuing or moving toward a desired outcome.
- Post-secondary goals are to be based on the age-appropriate transition assessments, as well as the student’s strengths & interests.
- Post-secondary goals should be attainable activities for the student.
- All students with IEPs must have an employment goal and an education or training goal that supports their employment goal.

1. Employment Goal

- The employment goal indicates the employment the student will obtain upon exiting high school, post-secondary training program, or college.
- The employment goal must relate to the student’s interests, course of study (career path), and age-appropriate transition assessments.
- Employment goals articulated by younger students are likely to be less specific than those in their last years of high school (i.e., field of interest).
- Beginning at age 16, employment goals should become more specific (i.e., specific job title).
- The employment goal must indicate when the outcome will occur (i.e., upon graduating from high school, upon graduating from college).

2. Education or Training Goal

- The student must have an education or training goal, the one that appropriately aligns with the employment goal.
- The education or training goal must align with the required qualifications of selected career goal.
- www.onetonline.org is an excellent resource to investigate the skills, abilities, and education/training required for various occupations.

3. Independent Living Goal

- An independent living goal must be addressed if the student will require assistance in this area.
- Independent living activities may include living arrangements, transportation, community participation, and recreational activities.
- Students participating in an alternate curriculum must have an independent living goal.



C. Course of Study

- The state transition plan lists the Maryland Career Clusters as courses of study which is to align with the student's post-secondary goal.
- Specific courses related to the student's post-secondary goal should be listed in the academic category on the transition activities page.
- The student is to select a completer program or take courses that will reasonably enable him/her to meet his or her post-secondary goal(s).
- The Functional and Skill Development Activities section is for students participating in the Alternate Curriculum Class. Do not check Job Sampling/Employment Training or Supported Employment until the student is participating in one or both programs.

D. Projected Category of Exit

- The student will exit high school with:
 - » Maryland High School Diploma
 - » Maryland High School Certificate at age 21
 - » Maryland High School Certificate prior to age 21

