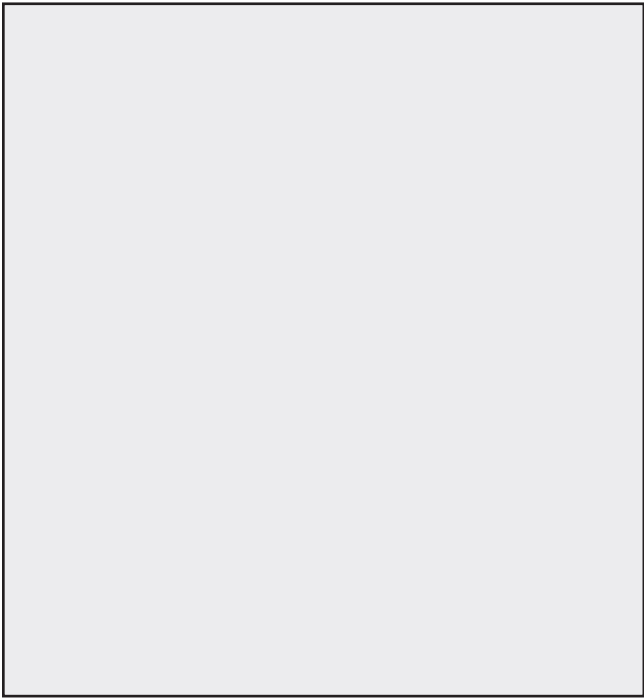


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Therefore, IEP teams should include the college experiences of dual enrollment students in the IEP

activities students are working on in college (e.g., participation in academic courses, competitive integrated employment, foundational skills).

With thoughtful planning, inclusive dual enrollment experiences can give IEP teams a framework for providing effective transition services in the most age-appropriate setting with their peers without disabilities in college. Through student participation in academic advising, course participation, socialization with peers, and campus engagement, teams can document a student's vision and measurable postsecondary goals and track student progress on attaining those goals.

IEP teams can also use dual enrollment experiences to meet the mandates of the Individuals with Disabilities Education Act (IDEA, 2004) to provide services that facilitate a student's move to high school to post-school activities which includes conducting relevant and age-appropriate transition assessments; identifying transition services, including a course of study; identifying and tracking progress of annual goals; and coordinating services with adult agencies (NSTTAC, 2014).

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and college program staff, often collaborate to facilitate person-centered planning (PCP) with students who are preparing for dual enrollment. The PCP often includes a vision statement that can be developed into measurable

through academic advising each semester.



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Transition assessment tools and surveys for dual enrollment practitioners (college and school district staff) can be used to guide development of a college course of study and internships on campus, and to assess the status of skills and accommodations the student needs to engage in the full breadth of campus activities. Transition staff often use situational assessments and informal assessments to gather information about the student's strengths, preferences, interests and needs.





3. Hart, Boyle, and Jones' 2017 *Foundational Skills for the College and Career Learning Plan* can be used to structure the goal setting and to track and document the achievement of foundational skills. It offers goal-setting in 4 domain: academic and career habits, cultural know-how, balancing multiple roles, and self-direction.

- By the end of the 2018-2019 academic year, Carmen will have successfully completed two college courses through the dual enrollment program that relate to her interest in graphics and printing.
- By the end of the 2018-2019 academic year, Carmen will communicate with her college instructors via email, text or in person discussions to discuss class concerns.
- By the end of the 2018-2019 academic year, Carmen will navigate independently on campus to attend her classes, eat lunch in the student center and participate in two additional campus activities each week such as a club meeting, tutoring or campus event.

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Benchmarks are measurable indicators of student progress used to describe the skills the student will acquire to meet an annual goal.



Data Collection Forms

There are a few ways that students or staff supporting them can collect information for IEP teams. The most important factor is determining what is going to be the easiest and most effective way to gather information. Many students and staff use their smart phone or tablet apps to digital information. Data collection can include:

- Taking pictures to chronicle daily activities and to document important moments
- Developing a template with student benchmarks
- Using checklists with targeted activities and skills
- Recording in-the-moment progress or challenges with audio note apps
- Documenting progress with online journals, blogs, email, texting
- Archiving skills, experiences, and knowledge with paper or online portfolios

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IEP team members who support students in inclusive dual enrollment experiences are in a great position to develop comprehensive transition services and to document student progress at college, at work, and in the community. In the true spirit of transition, students in dual enrollment experiences have the opportunity to prepare for education, employment, and independent living goals with support from their IEP teams.

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