

A Future of OPPORTUNITY

Students taking the Dynamic Learning Maps® (DLM®) alternate assessment have a range of academic skills. Those skills prepare them for jobs, education, and community involvement after high school.

WHAT WE FOUND

Students with significant cognitive disabilities can and do meet the academic targets for their grade level. DLM alternate assessments measure student achievement based on grade-level academic targets.

Many skills needed for jobs or college are taught in early grades. Students can build on those skills as they move from elementary to high school. More complex skills help prepare students for jobs, college, and community involvement after high school.

EXAMPLE

A student who learns to add and subtract in elementary school may use this skill in more complex ways in high school. They might use the skill to determine additional supply needs for a class project or to monitor inventory for a school store.

Students who can add and subtract may be able to work as a stock clerk in a grocery store. Students who apply this skill in more advanced ways may be able to access other employment opportunities.

WHAT THIS MEANS

Teaching academic skills to your child can help prepare them for life after high school. When these skills are based on grade-level academic targets, your child can demonstrate a range of skills in English language arts, mathematics, and science.

Academic skills are needed to pursue opportunities after high school. Your child now has more opportunities after high school than ever before. Recent laws provide supports for students with significant cognitive disabilities who pursue work and/or educational opportunities.

WHAT YOU CAN DO

- Build high expectations for your child's life after high school.
- Share this information with your child's Individualized Education Program (IEP) team.
- Ensure your child has IEP goals linked to the academic targets measured by DLM alternate assessments.
- Talk with your child's teacher about how you can support academic learning at home.
- Include your child in their IEP meetings and encourage them to share their goals for the future. This input can help the team make a plan to achieve those goals.

IN HIGH SCHOOL

- Talk to the IEP team about academic goals related to your child's goals for life after high school.
- Ask the Vocational Rehabilitation counselor and the IEP team about Pre-Employment Transition Services so your child can try out different options before leaving high school.

LEARN MORE

- Involving Students in Their IEP
 - bit.ly/involve-students
- National Parent Center on Transition and Employment
 - bit.ly/student-transition
- Think College Family Resources
 - bit.ly/family-resources



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