

INTRODUCTION

When transition-age students participate in an inclusive dual enrollment college program, they have built-in opportunities to increase and improve numerous foundation skills. These changes in personal growth are often noted by family, friends, and support personnel, but they are rarely quantified.

The Inclusive Dual Enrollment (IDE) Student Evaluation Tool has been developed to help staff document student progress on the numerous skills learned while on a college campus. It provides evidence of student growth over time when taking part in a full college experience.

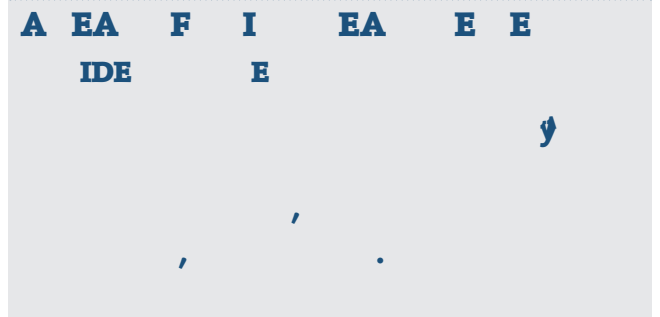
The education coach is the primary support person for each student. The coach accompanies the student to class, provides accommodations to coursework, teaches the student how to navigate the campus, assists the student with money skills in the dining commons or the bookstore, and offers other supports to benefit the student. These supports also fade over time, in an effort to increase student independence.

As such, the education coach is the person best suited to evaluate student skill progression using the IDE Student Evaluation Tool.

Data from the tool can be used for several purposes:

- To develop individualized Individual Educational Program goals and objectives that reflect inclusive postsecondary education participation.
- To provide specific information for student progress reports.
- To demonstrate accountability of support personnel (education coach, district staff, program staff).
- To promote and communicate changes in independence and positive outcomes for students.
- To inform program changes as needed.

This tool can also be customized to measure skills specific to an individual student.



CAMPUS NAVIGATION AND TRAVEL

Getting around a college campus can be daunting for a student upon first arrival:

“Where is my class? Where can I eat? Where are the restrooms? How long will it take for me to get from one building to another?”

These questions and more are on the mind of the student. It is a large part of an education coach's job in the beginning weeks of school to help the student find the answers and develop the confidence to maneuver from place to place.

A N

C

By using the Inclusive Dual Enrollment Student Evaluation Tool (IDE), information about student growth can be collected by the education coach working with your student. The data can be used to inform the IEP team in a variety of useful ways, including:

- Noting progress in specific transition skills which can be described within the Current Performance Level section of the IEP.
- Developing goals/objectives to address skill areas that are noted to be weak.
- Looking for patterns in student levels of assistance/frequency of assistance to provide a basis for the development of individualized supports.

TIME MANAGEMENT AND ORGANIZATION

As each semester begins, the education coach and student need to develop systems for promoting time management and organization. Together, they can determine what type of planning tool is a match for the student so it will be used regularly and effectively.

Does the student prefer an agenda book? A calendar? An electronic calendar with reminders? The education coach needs to assist students with choosing a tool that will help them to manage their day. It is important to encourage consistent use of the tool to promote student success with independence in getting places on time, completing assignments when due, remembering supplies, and other important scheduling habits.

CLASSROOM AND CAMPUS

As the student acclimates to the college environment and expectations, the education coach may initially need to provide extra support to the student with reminders about basic matters such as being fully prepared for class, remembering to carry an ID card, deciphering a syllabus, and engaging in class. The education coach may engage the student in role-playing activities to practice greeting people, asking questions in class, or seeking information from the professor. Over time, the education coach needs to recognize when the student is taking ownership of classroom and campus related skills and fade support.

SELF-ADVOCACY AND SELF-AWARENESS





The Think College Transition Project is funded by an Investing in Innovation Development Grant # U411C130149 from the Office of Innovation and Improvement with matching funds provided by the Peter and Elizabeth C. Tower Foundation. Think College is a project of the Institute for Community Inclusion at the University of Massachusetts Boston.

RECOMMENDED CITATION: Boyle, A., (2018). Documenting Student Growth in Inclusive Dual Enrollment Experiences, Think College Grab and Go Practices, Number 5. Institute for Community Inclusion, University of Massachusetts Boston. ~~TRANSITION PROJECT~~