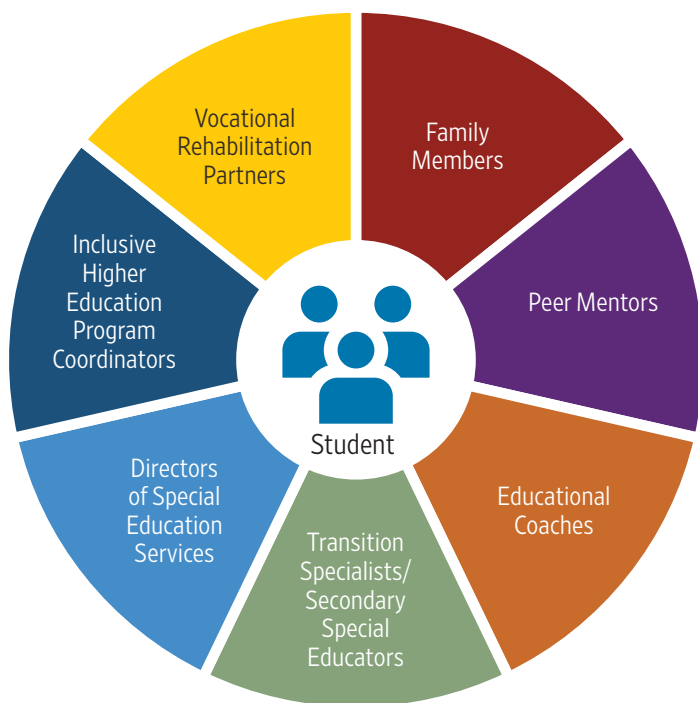


By Ty Hanson

College-based transition programs are making it possible for a growing number of students with intellectual disability (ID) to receive transition services on college campuses (Think College, 2018). These programs offer students access to college classes alongside peers without disability, as well as increased social opportunities to participate in campus activities, use college resources, and develop internships and employment.

This guide clarifies the roles and responsibilities of each person involved in college-based transition services (CBTS). It ensures all team members and stakeholders understand their role, and that of others, in the process. It also helps to define expectations so positive transition outcomes can be achieved.



STUDENTS

INDEPENDENCE | SELF-DETERMINATION
SOCIAL NETWORKS | EMPLOYMENT

College-based transition services provides opportunities to students with ID to:

- » Build their independence and self-determination.
- » Achieve their transition goals in a setting that is socially valued.
- » Learn with their age-appropriate peers.
- » Balance college coursework, campus membership, and community-based internships and employment.

RESPONSIBILITIES:

- » Advocate for postsecondary education at Individualized Education Program (IEP) meetings.
- » Attend campus tours with family or district staff.
- » Submit college applications.
- » Complete a Person-Centered Plan (PCP) with district transition specialist, college advisor and invited guests.
- » Identify the accommodations they need to be successful in college and bring documentation of disability to intake meeting to develop accommodations.
- » Create a course wish list and register for classes.
- » Attend new student orientation.
- » Participate in an assistive technology orientation and training.
- » Obtain a college ID.
- » Purchase textbooks and supplies.
- » Present signed accommodation agreement to professor on first day of classes.
- » Notify faculty of absences.
- » Navigate campus and services with support as needed.
- » Attend class, complete homework assignments, and manage daily schedule with supports as needed.
- » Visit college advisor or academic learning center weekly to discuss progress of classes.
- » Make decisions to take class for credit or audit.
- » Complete the Think College Student-Ed Coach Agreement.
- » Complete advising forms in preparation for priority registration.

- » Attend a priority registration appointment at the designated time.
- » Participate in student activities and/or clubs.
- » Check college emails daily.
- » Adhere to the college code of conduct.
- » Attend career workshops on campus.
- » Explore career opportunities through community-based internships and employment.

FAMILY MEMBERS

PSE & EMPLOYMENT GOALS | BENEFITS PLANNING CONNECTION WITH ADULT SERVICE PROVIDERS

The family plays a vital role in the success of a student's participation in college-based transition services. Efforts to engage parents in college-based transition experiences can pay off. With information and preparation, parents are in a better position not only to support their son or daughter's experience and increasing independence, but also to serve as mentors to other parents who might not know about these kinds of transition opportunities (Paiewonsky, Hughes, & Landau, 2018).

INFORMING PARENTS HELPS THEM TO:

- » Develop students' self-determination through a range of opportunities to set goals and make decisions.
- » Increase students' level of independence through travel training and engagement in campus life.
- » Open up paths to accessing integrated, paid employment.

RESPONSIBILITIES:

- » Attend IEP meetings and transition resource fairs to learn about college-based transition services, including the differences between high school and college, accommodations, college coursework, employment, transportation, travel training, academic support services, and campus activities.
- » Attend campus tours with their son or daughter.
- » Support the college application process.
- » Attend PCP meetings.
- » Attend meetings with disability services staff regarding accommodations and review of regulations of the Family Educational Rights and Privacy Act (FERPA).
- » Review the college code of conduct.
- » Attend benefits planning workshops to understand the impact of employment on benefits.
- » Ensure that adult service agencies are participating in IEP meetings to discuss employment, continuing education, and independent living goals.

PEER MENTORS

EQUALIZE RELATIONSHIPS | NATURAL SUPPORTS INCLUSION | HIGH EXPECTATIONS | SOCIAL CONNECTIONS

Mentoring of students with intellectual disability in postsecondary education settings can be a beneficial support to enhancing their educational and social experiences. A peer mentor can assist students who may still be developing the skills for independence. This assistance can be in the form of an academic tutor, a study partner, or a friend (Jones & Goble, 2012).

RESPONSIBILITIES:

- » Attend mentor orientation.
- » Support students at new student orientation.
- » Communicate and collaborate with students, coaches, transition specialists, and college program staff.
- » Promote establishment of co-equal relationships with peers.
- » Maintain high expectations for students with ID.
- » Serve as natural supports in the college classroom.
- » Encourage independence.
- » Prioritize fun and social opportunities on campus.
- » Focus on inclusion.

EDUCATIONAL COACHES

STUDENT-DIRECTED EXPERIENCES | CAMPUS ACCESS TUTORING | NAVIGATION | GOAL DOCUMENTATION

Educational coaches help students to understand themselves as learners, teach students how to advocate for themselves, and provide natural supports, as minimally as possible. Educational coaches play a vital role in supporting the transition to college life.

Coaching staff can be full- or part-time positions, funded and appointed by the sending district or hired by the institute of higher education.

RESPONSIBILITIES:

- » Attend campus tours, new student orientation, IEP and person-centered planning meetings, and disability services intake meetings.
- » Provide strategies for study skills, test-taking, note-taking, time management, and organizational skills.
- » Assist students in accessing campus resources, including disability services, academic learning centers, computer labs, library, career services, and the athletic center.
- » Encourage students to choose their preferred courses, activities, and employment experiences.
- » Encourage problem-solving and decision making, allowing students to be as independent as possible in the college environment.

- » Provide social coaching to encourage facilitating friendships and increase social networks on campus.
- » Assist students in travel training and campus navigation. Review campus safety and emergency procedures.
- » Encourage positive classroom behavior.
- » Complete all logs and paperwork to document student progress.
- » Work with the assistive technology center to develop strategies to assist with learning and communication.
- » Review and encourage use of accommodations and make appropriate curriculum adaptations to fulfill course requirements for audit status.
- » Strategize with the student on how to communicate with faculty regarding accommodation plans, attendance, and fulfillment of coursework.
- » Encourage students to complete the Think College Student-Ed Coach Agreement. Look for ways to help students take responsibility for themselves and opportunities to fade support as soon as possible.
- » Maintain confidentiality regarding educational information and records.
- » Attend professional development trainings to stay abreast of best practices in inclusive higher education.

TRANSITION SPECIALISTS/ SECONDARY SPECIAL EDUCATORS

IEP GOALS | SCHEDULE COORDINATION | COACH
SUPERVISION | FAMILY ENGAGEMENT | PCP

Working directly with students and their coaches, the transition specialist serves as the primary liaison to the student, their family, coaches, and college staff to ensure successful postsecondary education and employment outcomes. This individual works closely with adult service agencies in support of employment, continuing education, and independent living goals.

RESPONSIBILITIES:

- » Prepare high quality transition IEPs and monitor IEPs to ensure compliance (Morningstar, 2018).
- » Support students by teaching skills needed to fully participate in their transition planning and IEP meetings.
- » Collaborate with families about upcoming transition planning meetings and gather input from the team ahead of time.
- » Collaborate with all school staff to ensure students have access to general education curriculum and context.
- » Provide information on college-based transition services to families of qualified students during the recruitment process.
- » Secure district funding.

- » Facilitate the college application process with students and their families.
- » Co-facilitate PCPs for incoming students with college staff.
- » Ensure students understand their support needs and help them identify the accommodations they will need to be successful in college.
- » Review and approve advising forms, including a course wish list and schedule planner, prior to the advising appointment.
- » Collect data and monitor progress to ensure students are achieving skills, goals, and objectives identified in their IEP while on campus and at work.
- » Communicate with college staff on day-to-day operations.
- » Coordinate students' schedules and transportation with coaching staff.
- » Coordinate student and staff vacation schedules to match the college academic calendar.
- » Coordinate students' community-based internship or employment opportunities by providing job development, transportation, and job coach support.
- » Provide information and resources to families and students about adult service providers and employment opportunities.
- » Collaborate with adult service agencies, families, and the district's transition team to develop a transition plan addressing employment, continuing education, and independent living goals.
- » Provide supervision and professional development to coaching staff.
- » Attend college-based transition services meetings with participating colleges and universities.

DIRECTORS OF SPECIAL EDUCATION SERVICES

MOA | PROFESSIONAL DEVELOPMENT
FISCAL OVERSIGHT

The director of special education services plays a critical leadership role by offering students with ID access to transition services in college settings, full access to college coursework, campus activities, and employment opportunities. The director works closely with the transition team and college staff to ensure students' transition goals are being met.

RESPONSIBILITIES:

- » Develop, coordinate, and fund CBTS professional development for district staff.
- » Train teachers to develop compliant and high-quality transition IEPs and monitor IEPs to ensure compliance.
- » Support teachers to use evidence-based strategies for student involvement in IEPs.

- » Share information, resources, and training with school staff related to student engagement and effective strategies to ensure post-school success.
- » Attend college-based transition services meetings with participating colleges and universities.
- » Review and approve annual memorandum of agreement.
- » Allocate IDEA funding for student enrollment.
- » Provide student transportation to campus or ensure students receive travel training to use public transportation.
- » Hire and train transition specialists and educational coaches.
- » Identify students, along with transition specialists, for college-based transition services.

INCLUSIVE HIGHER EDUCATION PROGRAM COORDINATORS

COORDINATION | MARKETING | CAMPUS BUY-IN
MOA | OUTREACH

Working closely with students, families, educational coaches, peers, and district and college staff, the program coordinator will direct the activities of the inclusive higher education program.

RESPONSIBILITIES:

- » Coordinate program activities and develop comprehensive academic supports for transition-age students with ID to access campus life and inclusive college coursework.
- » Collaborate with disability services to assess individual students' learning strengths and support needs, and review documentation of disability. Consult with disability services and district staff to create and update accommodation plans detailing testing, classroom, and assistive technology accommodations, as well as learning strategies needed inside and outside of the classroom.
- » Participate in recruitment, admission, and orientation of incoming students. Develop and update program materials for incoming students and their families. Coordinate campus tours and participation at campus events. Co-facilitate PCPs for incoming students in collaboration with sending districts. Coordinate new student orientation with campus staff.
- » Collaborate with career services to facilitate career advising sessions, job search strategies, internship opportunities, and the development of career portfolios.
- » Collaborate with the advising center to provide academic advising to students, assist with course registration, and advise students on credit vs. audit options.
- » Provide statistical data and narrative for annual reports.
- » Coordinate partnership meetings and provide professional development to educational coaches and peer mentors.

- » Monitor budget and collaborate with sending districts and the college's administration and finance team on the creation of an annual memorandum of agreement.
- » Develop a network with adult service providers and community agencies. Represent the college at transition resource fairs.
- » Develop a business advisory group comprised of local businesses and/or chamber of commerce members, college career services staff, school partners, and vocational rehabilitation (VR) counselors.

VOCATIONAL REHABILITATION PARTNERS

COMPETITIVE INTEGRATED EMPLOYMENT | PRE-ETS
CAREER COUNSELING | SELF-ADVOCACY

The 2014 Workforce Innovation and Opportunity Act (WIOA) increases access to high-quality workforce services and preparation for competitive integrated employment for individuals with disabilities. One focus of WIOA is to increase individuals with disabilities' access to VR and workforce services in order to foster competitive integrated employment, which include pre-employment transition services to youth in high school. VR agencies are now mandated to expend at least 15 percent of their budget on transition-aged youth who are 16-21 years old (Roberts-Dahm, Dukes, & Hart, 2018).

RESPONSIBILITIES:

- » Increase student access to VR and workforce services to foster competitive integrated employment.
- » Provide pre-employment transition services to youth in high school to increase college and career readiness of students with ID, through:
 - career counseling;
 - work-based learning opportunities;
 - college-based transition services to students and families;
 - workplace-readiness training to develop social skills; and
 - instruction in self-advocacy.
- » Develop an understanding of CBTS to ensure a seamless continuum of services after students leave their Local Education Agency (LEA).
- » Attend college-based transition services meetings with participating LEAs, colleges and universities.

CONCLUDING COMMENTS

When college-based transition services are clearly spelled out, and the related responsibilities divided among a group of dedicated collaborators, students' access to postsecondary education can be achieved with a vision for a fully inclusive adult life.

REFERENCES

Jones, M. M., & Goble, Z. (2012). Creating effective mentoring partnerships for students with intellectual disabilities on campus. *Journal of Policy and Practice in Intellectual Disabilities*, 9, 270–278.

Morningstar, M., & Clavenna-Deane, B. (2018). Your complete guide to transition planning and services. Baltimore, MD: Paul H. Brookes Publishing Co., Inc.

Paiewonsky, M., Hughes, L., & Landau, J. (2018). Engaging parents in conversations about college-based transition services. *Think College Insight Brief*, Issue No. 37. Boston, MA: University of Massachusetts Boston, Institute for Community Inclusion.

Roberts-Dahm, L., Dukes, L., & Hart, D. (2018). Collaboration and support strategies to create college access. In M. Grigal, J. Madaus, L. Dukes III, & D. Hart (Eds.), *Navigating the transition from high school to college for students with disabilities* (pp. 166–167). New York, NY: Routledge.

Think College National Coordinating Center. (2018). Higher education access for students with intellectual disability in the United States. *Think College Snapshot*, May 2018. Boston, MA: University of Massachusetts Boston, Institute for Community Inclusion.

Many thanks to our partners with the Massachusetts Inclusive Concurrent Enrollment Initiative (MAICEI) who shared their insights:

CRYSTAL CARTWRIGHT, Transition Specialist
Amherst-Pelham Regional School District

SHERRY ELANDER, Transition Specialist
Westfield Public Schools

ROSS HOOLEY, MAICEI Program Coordinator
Bristol Community College

EMILY HERRIGAN, Educational Coach
West Springfield Public Schools

SARAH LAMB, Assistant Program Coordinator
Westfield State University

PATRICIA MATTHIEU, Educational Coach
Ludlow Public Schools

LYNDSEY NUNES, MAICEI Program Director
Westfield State University

John Simon, Student
Westfield State University

HOW TO THINK COLLEGE, ISSUE NO. 8, 2019

HOW TO THINK COLLEGE is a publication of Think College, a project of the Institute for Community Inclusion at the University of Massachusetts Boston, funded by the Office of Postsecondary Education (Grant No. P407B15002). The opinions contained in this document are those of the grantee and do not necessarily reflect those of the funders.

Recommended citation for this brief: Hanson, T. (2019). *How to Think College: Clarifying the Roles and Responsibilities of College-Based Transition Services*. *How To Think College*, Issue No. 8. Boston, MA: University of Massachusetts Boston, Institute for Community Inclusion.



Institute for
Community
Inclusion



ABOUT THE AUTHOR

TY HANSON serves as an inclusive higher education specialist for the Think College National Coordinating Center. Ty supports students, families, and professionals as they navigate the transition from high school to college. She believes in the importance of using a student-centered and collaborative approach to transition planning while reinforcing the expectation that all students, including those with ID, have the right to achieve their college dreams.

