



Transition Team Checklist for Inclusive Postsecondary Education Participation

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	Student	Family	Transition Teacher	Special Education Administrator
Person-centered planning	<p>Invite network of family, friends, and others to help determine postsecondary goals.</p> <p>Research how college could support goals.</p>	<p>Participate in person-centered planning.</p> <p>Assist son/daughter in identifying strengths and interests.</p>	<p>Participate in person-centered planning.</p> <p>Assist son/daughter in identifying strengths and interests.</p> <p>Support student to research educational requirements of specific career interests.</p>	<p>Promote individualized and person-centered planning to prepare students for transition activities, including dual/concurrent enrollment.</p> <p>Support trainings related to person-centered planning for all staff.</p>
College selection	<p>Visit colleges campuses: take tour, talk to enrolled students, make appointment with learning center/disability services to learn about available services.</p> <p>Select college that best matches career and personal goals.</p> <p>Complete required application forms.</p>	<p>Escort student to campus visit.</p> <p>Coach student on steps to make appointments with college offices.</p> <p>Debrief with student on pros and cons of each college option.</p> <p>Review the sections of the Think College website about parents' role and differences between high school and college</p>	<p>Escort student to campus visit.</p> <p>Coach student on steps to make appointments with college offices.</p> <p>Debrief with student on pros and cons of each college option.</p> <p>Review the differences between high school and college on Think College website</p>	<p>Determine any dual enrollment partnerships that exist between the school district and local colleges and universities.</p> <p>Talk to other college and university personnel as well as peers about existing inclusive dual/concurrent enrollment initiatives.</p> <p>Invite local colleges to collaborate on dual/concurrent enrollment partnership.</p> <p>Participate in planning meeting to establish memorandum of agreement, policies, and procedures for partnership.</p>
Academic advising/ registration	<p>Gather information needed for academic advising: postsecondary goals, list of preferred courses, weekly schedule to determine day/time course preferences.</p>	<p>Assist son/daughter as he or she prepares for academic advising meeting.</p>	<p>Assist student with preparations for academic advising meeting: list of preferred courses, weekly schedule to determine day/time course preferences.</p>	
Accommodations	<p>Make appointment with college disability services staff (DSS) to request accommodations.</p> <p>Gather all necessary documentation to provide to DSS.</p> <p>Be prepared to discuss effective accommodations/ learning style preferences.</p>	<p>Remind son/daughter of successful accommodations he/she has used in the past.</p>	<p>Coach student, when necessary, to make appointment with DSS staff to request accommodations.</p> <p>Assist student, if necessary, to gather documentation to provide to DSS staff.</p>	<p>Work with team to coordinate student access to documentation needed to request academic accommodations.</p>

Plan for support	Review the Student - Educational Coach Agreement on Think College website to consider what support, if any, will be useful to attend college.	Discuss with student and team what support family member can provide: cell phone, rides to and from campus for evening/ weekend activities.	Review the Student - Educational Coach Agreement on Think College website. Train educational coaches/ academic tutors to provide only the support student and coach agree is necessary.	Collaborate with college partners to determine how support staff employed by district will be trained and supervised. Determine with team how students will be trained to fade support while attending college.
Individual Education Plan	Identify postsecondary goals.	Prepare son/daughter to discuss postsecondary goals with team. Work with team to identify resources, supports and tasks necessary to include college in transition plan.	Assist student to advocate for courses that align with postsecondary goals. Work with team to include college participation as a transition experience related to a postsecondary goal.	Provide technical advice to team chairs on including college participation as a transition experience related to a postsecondary goal.
Transportation	Practice using public transportation to and from college. Apply for accessible transportation, if eligible and useful. Learn to arrange own rides to and from college with accessible transportation company. Rehearse/ execute plan if transportation plan is disrupted.	Review emergency/back-up plan in case of transportation disruption (who to call; numbers to call).	Assist student to apply for public/accessible transportation. Instruct student to use public transportation and how to problem-solve transportation problems. Instruct student to carry emergency numbers on phone or in wallet.	Work with team and district staff to develop policies and consent forms that support the student's use of public transportation.
Individual schedule	Work with team to develop an individualized schedule to work on postsecondary goals. Follow personal schedule. Refer to schedule when making appointments, selecting courses, arranging transportation.	Work with team to determine supports needed for son/ daughter to assume individual transition schedule.	Work with team to determine supports needed for student to assume individual transition schedule.	Attend parent meetings to promote individualized student schedules for transition-age youth 18+. Discuss flexible schedule options with transition staff, school administration, union staff. Develop job descriptions and hire staff who will support students in community-based, individualized activities.
Funding	Determine with parents what college costs student can assume-- transportation, lunch, books, etc.	Work with team to determine if and when parent contributions to college costs will be expected.	Work with team to determine college costs and available funds to support concurrently enrolled students.	Forecast number of students who wish to include college in transition education; prepare budget, ideally one fiscal year ahead of student enrollment. Forecast budget needs to support transition coordinator, coaches, and transportation costs for college partnership.