



Massachusetts Inclusive Postsecondary Education (MAIPSE)

Onboarding Activities for New MA Inclusive Higher Education Coordinators

At your own institution

Immediate (processes and procedures)	Intermediary (advocacy and awareness)	Long term (growth and sustainability)
<p>Identify policies and procedures for:</p> <ul style="list-style-type: none"> enrolling students for audit (registrar, scholarships or tuition waivers) <p><i>Example: Set up meeting with registrar's office to discuss the course registration process</i></p> <ul style="list-style-type: none"> finding available supports (academic support, career, and internships) <p><i>Example: Set up meeting with disability services to discuss communication protocols with faculty</i></p> <ul style="list-style-type: none"> providing technology (if needed), textbooks, and accessible software and hardware <p><i>Example: Connect to bookstore to acquire textbooks for students</i></p>	<p>Find relevant audiences to promote MAIPSE benefits and streamline policy. Suggestions include meetings with faculty, chairs, deans, provost, and board of trustees to introduce inclusive postsecondary education and its benefits.</p> <p><i>Tip: Talk about the benefits of having students with disabilities on their peers' understanding of diversity and universal design for learning in the classroom.</i></p>	<p>Create a long-term plan for streamlining enrollment and support policies.</p> <p><i>Purpose: Once the enrollment and continuing education of students with intellectual disability becomes routine, processes and policies can be streamlined to benefit both the MAIPSE initiative and the institution.</i></p>
<p>Identify sources of information/mentors who are knowledgeable about existing services resources and willing to provide an initial orientation/ongoing support.</p> <p><i>Tip: This could be a previous coordinator, someone working in an office with ties to the program, or former peer mentors.</i></p>	<p>Continue developing relationships with mentors and help them become advocates for the MAIPSE initiative.</p> <p><i>Purpose: People who know the program and its benefits are best able to help change attitudes and shape policy.</i></p>	<p>Develop a method to provide training and technical support for administrators and faculty.</p> <p><i>Examples: Develop a presentation on the role of education coaches or UDL in the classroom for faculty meetings; join faculty development workshops</i></p>
<p>Identify contacts for the various offices available on campus.</p> <p><i>Example: Develop a contact list that includes office, name, title, and responsibilities as it relates to your initiative, and set up meetings to introduce yourself and the initiative.</i></p>	<p>Build relationships with the registrar, academic advisers, and faculty to promote and support MAIPSE.</p> <p><i>Examples of successful strategies include:</i></p> <ul style="list-style-type: none"> - agreeing on protocol to register students for courses - developing and using introductory letters to faculty to explain role of ed coach and coordinator 	<p>Create a long-term plan for building relationships with faculty and administration; introduce changes to existing processes</p> <p><i>Example: Identify new faculty and department chairs, and set up a meeting to discuss inclusive postsecondary. Include a description of MAIPSE supports in the accommodations letter.</i></p>

Partnerships with school districts and adult agencies

Immediate (processes and procedures)	Intermediary (advocacy and awareness)	Long term (growth and sustainability)
<p>Use person-centered planning to identify courses, employment strategies, and campus activities. The person-centered strategy involves all relevant contributors involved (e.g., family members, support persons).</p> <p><i>Tip: You can set up a set of questions to ask students and modify the questionnaire based on their interests. Have a separate one for each type of person involved (i.e., parent, teacher, case manager).</i></p>	<p>Have an established process to develop person-centered planning strategies for students.</p> <p><i>Example: Some coordinators have co-facilitated an in-person, person-centered planning meeting with a transition specialist or teacher working with the student.</i></p> <p><i>Other coordinators have used a PowerPoint slide presentation for the student to complete before an advising meeting.</i></p>	<p>Refine the person-centered planning process to include benchmarks for satisfaction from all stakeholders.</p> <p><i>Example: Some coordinators revisit the person-centered plan with the student at the start of each academic year to see if goals and preferences need to be updated.</i></p>
<p>Identify relevant contacts for coaches, transportation, special education, and administrators (school and district), as well as similar contacts for adult agencies.</p> <p><i>Example: Get a list from a previous coordinator and check for updates. Fill in missing contacts as they become available.</i></p>	<p>Develop effective communication channels.</p> <p><i>Examples: Coordinators have used a number of strategies to promote open communication. These include a weekly or monthly email to the partners, or preparing and sending out a partnership list.</i></p>	<p>Have a clear set of procedures for effective communication.</p> <p><i>Tip: Make it easy for all involved to update contacts (e.g., shared drive, spreadsheets).</i></p>
<p>Hold partnership meetings where all stakeholders are invited (i.e., district, families, regional coordinators)</p> <p><i>Purpose: Create a sense of shared responsibility and a means of providing updates.</i></p>	<p>Identify a designated coordinator who can quickly answer partnership and family questions.</p> <p><i>Tip: Create a “frequently asked questions” document that can be used for quick reference, and share it with all stakeholders.</i></p>	<p>Develop effective communication procedures for all stakeholders.</p> <p><i>Goal: Everyone feels responsible for contributing to the partnership and empowered to find needed information or resources.</i></p>
<p>Have a plan for coach or peer mentor absence and temporarily unavailable supports.</p> <p><i>Tip: Both the IHEs and the schools should prepare a substitute list.</i></p>	<p>Develop a set of procedures and designated personnel who can solve each problem.</p> <p><i>Example: Many coordinators create an abbreviated directory to remember who takes care of what on campus.</i></p>	<p>Be familiar with all emergency procedures and designated personnel contacts at your institution and districts.</p> <p><i>Tip: Review this emergency protocol at the first PLT meeting every year and require partners to review/update staff contact information.</i></p>

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<p>Talk to your partners about funding sources, and be transparent regarding program costs/ fees and annual increases.</p> <p><i>Example: Ask districts and agencies how they utilize funding and tap into other funding students might be eligible for.</i></p>	<p>Develop a common understanding of funding options and communicate this with all stakeholders.</p> <p><i>Tip: Ask other program coordinators how they discuss funding options with partners.</i></p>	<p>Develop policies for using and reserving funds with all stakeholders.</p> <p><i>Tip: Create a long-term plan for program sustainability with partners.</i></p>
<p>Have clear student admissions criteria that are transparent for district/agency and family partners.</p> <p><i>Tip: Be prepared to discuss admissions criteria at any phase of the application process so there is no confusion about program admission decisions.</i></p>	<p>Work with partners to refine admissions criteria.</p> <p><i>Tip: This is a great topic for a partnership meeting. Be clear that the mission of the program is clear — serving students who otherwise would not have this opportunity and are prepared for college.</i></p>	<p>Communicate admissions criteria in all recruitment documentation.</p> <p><i>Goal: It should be clear what criteria are used in admitting students. This will inform prospective applicants and ease your time interviewing applicants.</i></p>
<p>Have a clear sense of district partner/agency needs and key decision-making personnel.</p> <p><i>Goal: Know who to approach with policy ideas and ways to meet partners' needs.</i></p>	<p>Identify new potential partners and develop relationships with them.</p> <p><i>Example: Reach out to neighboring school districts/agencies to promote the initiative through flyers, email blasts, and transition fairs.</i></p>	<p>Have a growth plan with clear recruitment targets.</p> <p><i>Example: Outreach and dissemination activities include districts who have reached out in the past but may not have followed through.</i></p>
<p>Develop a comprehensive employment training plan that includes working with employment specialists.</p>	<p>Increase the network of local employers that students can be paired with to cover all areas of student interest.</p>	<p>Have a targeted strategy in growing the list of employer partners.</p>

Professional development and support

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<p>Identify a mentor within the coordinator community.</p> <p><i>Tip: A good starting point is attending the monthly MAIPSE coordinator meetings to become familiar with colleagues and their skills.</i></p>	<p>Develop relationships with relevant peers; identify supports for various types of tasks (e.g., administrative, networking)</p> <p><i>Tip: Keep track of coordinator updates and check the coordinator Google Drive folder for resources.</i></p>	<p>Build long-term relationships with partnering institutions and staff. Become a mentor for future coordinators.</p> <p><i>Example: Host a collaborative meeting to discuss best practices and challenges.</i></p>
<p>Identify sources of professional development and support (e.g., ICI TA, Think College website, Think College deck, relevant conferences, trainings, and webinars)</p> <p><i>Link to Think College: https://thinkcollege.net/</i></p>	<p>Review your and your program's strengths and capacity, and develop a plan to grow in areas of weakness and consolidate strengths.</p> <p><i>Resource: self-assessment sheet to conduct with partners</i></p>	<p>Consider contributing your knowledge to relevant outlets.</p> <p><i>Example: Prepare a proposal for either a local conference or the annual State of the Art on Inclusive Postsecondary Education and Individuals with Intellectual Disability</i></p>
<p>Gather information that might be applicable to your institution and program.</p> <p><i>Tip: Information available might not be directly applicable to your institution, but it can be tailored to meet your needs.</i></p>	<p>Adapt supports and services to best support your program's needs.</p> <p><i>Tip: Become familiar with the similarities and differences between your IHE and other MAIPSE initiatives. This should make adapting resources more efficient.</i></p>	<p>Create or identify outlets for disseminating your understanding of best practices.</p> <p><i>Example: Share resources on the shared Google Drive. Offer examples of how you approach different tasks to other initiatives.</i></p>