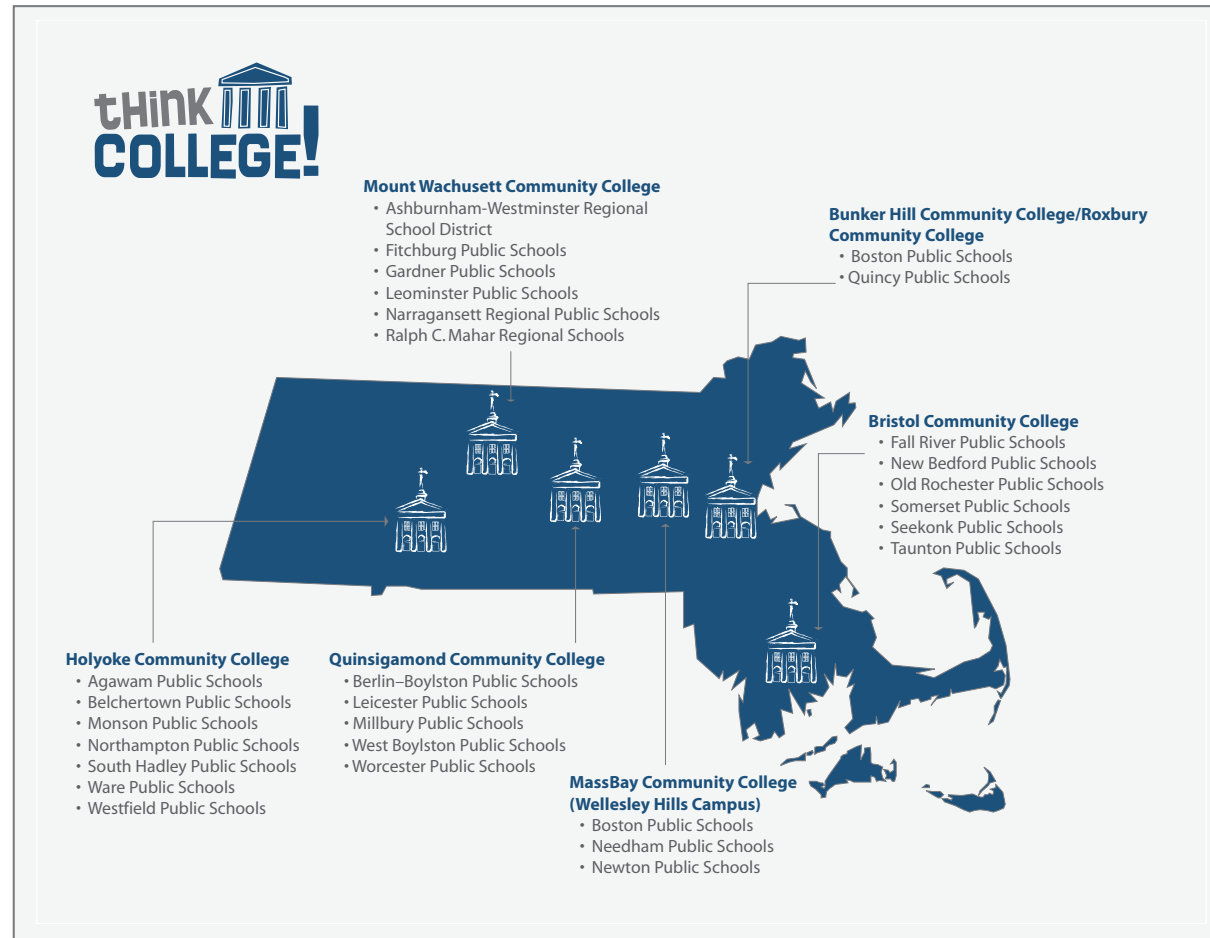


INCLUSIVE CONCURRENT ENROLLMENT FOR STUDENTS WITH INTELLECTUAL DISABILITIES

WHAT IS INCLUSIVE CONCURRENT ENROLLMENT?

The state-funded Inclusive Concurrent Enrollment discretionary grant pilot program develops new partnerships between high schools and public institutions of higher education to offer students with severe disabilities, ages 18-22, who have not passed MCAS the opportunity to participate in inclusive college courses (credit or noncredit) with necessary services and supports, as determined through the school district's special education process.

- The program establishes options in the community for students with severe disabilities, ages 18-22, (students who have not received a high school diploma and remain eligible for special education).
- All too frequently, public school options for students with severe disabilities, ages 18-22, are limited to segregated special education programs, isolated from the community and their peers.
- Many students with disabilities are included in elementary, middle, and high school programs with their nondisabled peers who then graduate after 12th grade. With this program, students with severe disabilities are able to continue to participate with chronologically age appropriate peers in public college settings, rather than face increasing isolation.
- A broad range of state public institutions of higher education and school districts are participating in the first years of this innovative grant program, representing urban, rural, and suburban communities. Thus far, 19 public schools, 10 institutions of higher education, and over 110 students have participated in the pilot program.
- This concurrent enrollment program will increase school and work success for students with severe disabilities who have not passed MCAS—a vulnerable group of students who too often are left behind as others graduate.



HOW DO STUDENTS BENEFIT?

Preliminary findings based on the first year provide the following examples of how students have benefitted from the Inclusive Concurrent Enrollment pilot program:

- Gained content area skills—e.g., auto mechanics, computer skills, and other skills taught in college courses
- Developed new life skills
- Improved self-advocacy skills
- Learned to travel independently (some students utilized public transit for the first time in their lives)
- Created opportunities for students to consider attending college after high school, for individuals who believed post-secondary education was not in their future
- Achieved significant improvements in self esteem
- Participated in classes that support career goals
- Provided students with work skills through internships and paid employment
- Encouraged participation in the student life of the college community
- Promoted academic, employment, social, and functional skills of students with severe disabilities

Taking a college course made me feel independent, happy and proud.
—CASSIDY BAUER

I like being with my friends at college and I liked my sign language class.
—LINDSEY FOLEY

I'm going to college because I'm trying to get the career that I want- graphic design.
—FRANKIE CALZADA

At first you're going to feel scared. That's normal. When you get to know the college, you're going to feel more confident and good about yourself.
—ADRIAN MARTIR

This semester I took a computer class. I want to work in customer service.
—GARY MERCADO

FOR MORE INFORMATION

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