



Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

Report to the Legislature:
*Inclusive Concurrent Enrollment Partnership
Programs for Students with Disabilities*

Line-Item 7061-9600
June 2012

Massachusetts Department of Elementary and Secondary Education
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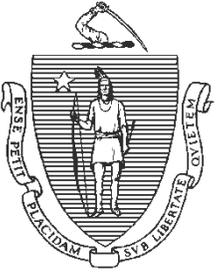
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Dear Members of the General Court:

I am pleased to submit this *Report to the Legislature: Inclusive Concurrent Enrollment Partnership Programs for Students with Disabilities*. This discretionary grant pilot program has provided monies to school districts and state public institutions of higher education partnering together to offer inclusive concurrent enrollment programs for students ages 18 to 22 who are considered to have severe disabilities. There are special provisions for students ages 18 to 19; access to the program has been limited to students of this age with severe disabilities who have been unable to achieve the competency determination necessary to pass one or more of the Massachusetts comprehensive assessment system exams (MCAS). At a time when the state has renewed its commitment to college and career success for all students, these Inclusive Concurrent Enrollment (ICE) partnerships are creating model systems to serve students with severe disabilities and to support their attainment of academic and employment skills that lead to integrated competitive employment.

Now in its sixth year, the ICE program is in a period of transition and innovation. While continuing to foster partnerships between districts and community colleges, partnerships are now forming between districts and four-year public universities. An increased emphasis on employment is spurring existing partnerships to include additional opportunities for integrated competitive employment, while new partnerships are beginning to design and implement programs that offer students with severe disabilities the opportunity to take credit and non-credit courses alongside their non-disabled peers; to develop self-determination and self-advocacy skills; to improve academic, social, and functional skills; and to participate in career planning, vocational skill-building activities, and community-based integrated competitive employment opportunities.

If you have any questions about the program or this report, please feel free to contact Marcia Mittnacht, State Director for Special Education, at mmmittnacht@doe.mass.edu or at 781-338-3375.

Sincerely,

Mitchell D. Chester, Ed.D.
Commissioner of Elementary and Secondary Education

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Introduction

The Department of Elementary and Secondary Education, in consultation with the Department of Higher Education, is pleased to submit this *Report to the Legislature: Inclusive Concurrent Enrollment Partnership Programs for Students with Disabilities* pursuant to Chapter 68 of the Acts of 2011, line item 7061-9600 (see full text in Appendix A):

For a discretionary grant pilot program with the purpose of providing monies to school districts and state public institutions of higher education partnering together to offer inclusive concurrent enrollment programs for students with disabilities ... between the ages of 18 and 22, inclusive; provided, that the grant program will be limited to students who are considered to have severe disabilities... provided further, that said students with disabilities shall be offered enrollment in credit and noncredit courses that include nondisabled students, including enrollment in noncredit courses and credit bearing courses in audit status for students who may not meet course prerequisites and requirements, and that the partnering school districts will provide supports, services and accommodations necessary to facilitate a student's enrollment

The purpose of this pilot grant program is to build partnerships between public high schools in public school districts and state public institutions of higher education (IHE) to develop inclusive concurrent enrollment initiatives for students with severe disabilities between the ages of 18 and 22 and, in the case of students ages 18 to 19, is limited to students who have been unable to achieve the competency determination necessary to pass the Massachusetts Comprehensive Assessment System (MCAS) exam. Fiscal year 2012 marks the sixth year of this pilot program.

All data incorporated into this report is compiled from the ICE program, and annual reports submitted by ICE partnerships.

Program Overview

The Department of Elementary and Secondary Education (ESE) is the lead agency and shares decision making responsibilities with the Department of Higher Education (DHE). ESE receives the funds directly and is responsible for the coordination of all Inclusive Concurrent Enrollment (ICE) grant activities. ESE provides technical assistance to the partnerships around transition activities. DHE acts in an advisory capacity with partner campuses on matters of academic quality, enrollment, and higher education policies.

The ICE program has provided Massachusetts students with severe disabilities between the ages of 18 and 22 the opportunity to take part academically and socially in the life of the college. Through the ICE program, students with severe disabilities have had the opportunity to:

- Discern their own preferences, interests, needs, and strengths through Person-Centered Planning;

- Become advocates for their own choices and decisions around academic, social, and work activities;
- Acquire career and life skills by taking inclusive college credit and non-credit bearing courses;
- Access student support services, as other college students would;
- Participate in the life of the college; and
- Experience integrated competitive employment opportunities.

All of the ICE programs have used the academic and social student support services already found on the college campus. The grant funds, combined with in-kind contributions and district funds, have supported the more individualized and intensive services needed for students with severe disabilities to participate fully in courses, the life of the college, and integrated competitive employment opportunities.

Professional development and technical assistance have been provided to the grant recipients in a variety of ways. Partnership members participated in professional development sessions designed to build and sustain the ICE initiatives statewide. Individual faculty and staff members have participated in technical assistance activities, provided by the Institute for Community Inclusion, needed to support students with severe disabilities in inclusive college courses and in the life of the college.

Course selection has been based upon student interest and is closely tied to student transition planning and career goals. The following is a sample of course offerings from FY2011 and FY2012:

- **Academic Courses:** Beginning American Sign Language II, Fundamentals of Writing, Writing for Children, Introduction to Sociology, World Civilization II, Pre-Algebra, Careers in Healthcare, American History to 1877, Introduction to Psychology
- **Business Courses:** Microcomputer Applications for Business, Principles of Advertising, Principles of Marketing, Principles of Management, Front Office Management, Hospitality Seminar
- **Technology Courses:** Advanced Microcomputer Applications, Web Page Development I & II, Intermediate Photoshop
- **Courses in the Arts:** Painting II, Ceramics I, Ballroom Dance, Latin Dance, Vocal Performance Workshop, Introduction to Watercolor, Write Your Life Story, Drawing I
- **Career Exploration Courses:** Professional Etiquette, Keys to Effective Communication, Criminal Procedure, Strategies for College and Career, Sanitation & Safety, Child Development, Response to Terrorism, Making Movies, Introduction to Mass Media, Career/Life Planning
- **Wellness Courses:** Personal Fitness, Introduction to Wellness, Swimming, Yoga I & II, Handling Medical Emergencies

FY2006-FY2011

During FY2006, ICE partnerships focused on planning: developing shared expectations and a common language between IHEs and public school districts, defining roles and responsibilities for each partnership member, developing student recruitment procedures, and establishing protocols for eligible students to participate in credit and non-credit courses. From FY2007 through FY2011, ICE partnerships focused on providing enrollment opportunities in inclusive academic courses related to student transition goals, access to the life of the college, participation in individualized, student-centered academic and social activities, and competitive employment in integrated community-based jobs.

Additionally, leaders in each of the partnerships worked hard to ensure that the members of the faculty at the IHE and the high schools, the school community members, and the community-based employers had the necessary skills to ensure success for the eligible ICE students. Since parents are key to the success of the individual student, there was a strong emphasis placed on parent involvement whenever appropriate.

During these implementation years, technical assistance focused on sustainability and accessibility issues. Programmatic and fiscal sustainability topics included the availability and cost of transportation and individualized student supports. Accessibility topics included community-based competitive employment opportunities and the availability of a wide range of credit bearing courses aligned with post-school goals identified during transition planning. For further details, please see *Report to the Legislature: Inclusive Concurrent Enrollment Partnership Programs for Students with Disabilities*, March 2011, at www.doe.mass.edu/research/reports/0311icep.pdf.

FY2012: Transitions and Innovation

New ICE Requirements

Chapter 68 of the Acts of 2011 introduced several new features to the ICE line item: (a) a requirement to develop strategies and procedures to help sustain and replicate existing ICE programs, (b) provision of funds to retain employment specialists and assist students in meeting competitive employment and other transition-related goals, (c) adoption of procedures and funding mechanisms to ensure that new ICE partnerships fully utilize the models and expertise developed in existing partnerships, (d) the requirement to develop a mechanism to encourage existing and new partnerships to expand their capacity to respond to individual parents who request an opportunity for their children to participate in the ICE program, and (e) the stipulation that institutions of higher education waive tuition for courses.

In response to these changes, all partnerships for FY2012 are required to:

1. Formalize a Partnership Leadership Team which oversees the development, implementation and ongoing evaluation of the program. Members of this team include leaders from colleges or universities, local school districts, and representatives from adult service agencies, employers and family members. Included in the Team's duties are the responsibility to create policies, practices and procedures to facilitate ongoing inclusion of new school districts, including a mechanism to respond to individual parents.
2. Employ an individual qualified to perform the duties of an Employment Specialist.
3. Waive state-supported college and university tuition.

In addition, new partnerships must set aside a portion of their grant funds to purchase mentoring from existing partnerships, to ensure that institutional knowledge and best practices are passed on.

Fall 2011

As ESE was revamping the RFP to address the new provisions, four of the five partnerships continued to address the education of ICE-eligible students in various ways. One of the partnerships has chosen to discontinue the ICE program; the partnerships' choices and activities are detailed below. The ICE program operates in different geographical regions with disparate school districts, and functions on diverse campuses, each with its own unique culture, leadership, institutional procedures, and student population. Therefore, while there are broad similarities in policy and practice, each program adapts to local circumstances.

Quinsigamond Community College

Though Quinsigamond did not continue with the pilot program in the absence of state funds in fall 2011, they have re-committed to the program for spring 2012 after receiving funds, and will work with twenty students – the largest number in any ICE partnership.

Bunker Hill Community College

Bunker Hill was not able to continue the pilot program in fall 2011. However, six former ICE students enrolled as matriculated Bunker Hill students. The ESE considers this quite a strong testament to the success of the ICE program, overall. One of these students carried a full four-course load in the fall and is majoring in Fire Science. Another completed entry-level computer courses as an ICE student and has now moved on to the next level. All are fully integrated into the life of the school. Bunker Hill remains strongly committed to sustaining the ICE model, funding through the college budget a literacy specialist, an educational coach, the majority of student assistants/peer mentors, textbooks, and tutoring. According to program coordinator Andrea Schwartz, the ICE program has been embraced by the campus. For example, one professor consistently requests that ICE students be placed in his class, because they inspire other students. Bunker Hill Community College has received funding to enroll ICE students in the spring and summer 2012 terms.

MassBay Community College

Committed to its ICE students, MassBay responded to the delay in funding in fall 2011 by creating a new "Transition Scholars" program which served six students, charging a set fee to

cover tuition, books, fees, and educational coaching, with the college covering other costs such as the salary of the program coordinator. Each student's sending district and/or parent was responsible for the fee. This transition program generated interest from a pool of students larger than just students who would have been eligible for ICE, including students older than 22 and students with intellectual disabilities who had passed their MCAS exams and were no longer enrolled in their local districts.

For spring 2012, MassBay will receive state funding for ICE and will serve seven students, approximately half of the number served in spring 2011. MassBay intends to further evaluate the program's structure, while seeking out alternate sources of funding. As an institution, MassBay strongly supports the ICE program. An example of one of MassBay's successful ICE students is Michael, a student from Boston who participated in the ICE program for five semesters, passing all of his classes. In the fall of 2011, Michael entered MassBay as a matriculated student and intends to earn a certificate in management. He plans to use his growing skills to build his own clothing business.

Holyoke Community College

Consistently an exemplar of best practice in inclusive concurrent enrollment for students with severe disabilities, Holyoke Community College enrolled 18 students in fall 2011 in its own ICE-model program which has become self-sustaining. Holyoke developed a memorandum of agreement with seven local districts that provides the partnership with a predictable source of funding that is cost-effective from the point of view of partnering districts. Holyoke Community College and its partners have decided not to apply for state funds in spring 2012.

A Holyoke art professor's comments about one of his ICE students speak to the success of this program: "I think her work and progress are remarkable. While her basic skills are limited, she has tremendous energy and willingness to work.... She listens and takes the work seriously. She applies my instruction and demonstration to her work. She pays attention in a way that is exemplary. The result is that her work always improves.... I wish other students had her attitude." Another student came to Holyoke with an interest in art and a passion to pass the mathematics portion of the MCAS. After taking an MCAS prep course, as well as several art courses, this student passed the college's Ability to Benefit test and is awaiting her MCAS score. She plans to enroll at Holyoke as a matriculated student and is focused on her long-term career goals.

Mt. Wachusett Community College

The Mt. Wachusett administration has decided not to continue to participate in ICE or develop an ICE-model. Rather, the institution favors a non-inclusive, alternately funded concurrent enrollment model based on the Link Program at Keene State College in New Hampshire. This program was deemed by college administration and staff to be a better fit for both the college and for local districts.

Spring 2012

Partnerships for FY2012

In spring 2012, three of the original partnerships are funded through the ICE grant: Bunker Hill Community College, MassBay Community College, and Quinsigamond Community College. Holyoke Community College continues to implement its own ICE model but has chosen not to utilize grant funding. Having already built a sustainable system, the Holyoke partnership chose to continue its partnership as they had developed it in 2010-11.

Bridgewater State University

Breaking new ground for the ICE program, Bridgewater State University – a four-year institution – has completed a planning period and is now serving its first six ICE students. Although initially intending to work with a higher number of students, Bridgewater opted to apply for only 58 percent of available grant funds and to begin implementation in a studied and careful way with one student from each of its six district partners.

New Competitive Planning Grants

Two competitive planning grants were awarded in February 2012 to UMass Boston, College of Human Development & Education, and to Roxbury Community College. UMass Boston was a member of a previous ICE partnership from FY2006-FY2009. This new partnership originates from a different department at UMass and will be one of four ICE partnerships working with students from the Boston Public Schools. Until FY2012, Roxbury Community College partnered with Bunker Hill Community College to jointly offer ICE opportunities. Committed to the ICE model, Roxbury Community College leadership decided to reorganize as an independent partnership, together with high schools from Boston, Chelsea, Everett, Revere, and Saugus.

All new partnerships are required to purchase mentoring from existing partnerships, to benefit from their expertise.

Enrollment Data

Though spring 2012 ICE enrollment is just over half that of spring 2011, this decrease arises in part from a deliberate commitment by the partnerships to thoughtfully address long-term sustainability issues. It is also important to remember that Holyoke Community College – though declining to accept ICE grant funding, and, therefore, not included in ICE data – continues to use the inclusive concurrent enrollment model to serve ICE-eligible students.

Table 1. Spring and Summer 2011 Enrollment			
Institutes of Higher Education	District Partners	Number of Students Enrolled per Term	
		Spring 2011	Summer 2011
Bunker Hill Community College/Roxbury Community College	Boston, Quincy, Brookline	12	4
Holyoke Community College	Westfield, Ware, South Hadley, Northampton, Monson, Belchertown, Agawam	18	0
Massachusetts Bay Community College	Newton, Boston, Needham	18	2
Mount Wachusett Community College	Fitchburg, Ashburnham-Westminster, Gardner, Narragansett Regional SD, Leominster, Ralph C. Mahar Regional SD	10	6
Quinsigamond Community College	Worcester, Berlin-Boylston, Millbury, Leicester West Boylston, Shrewsbury	20	0
TOTAL STUDENTS		78	12

Table 2. Spring 2012 Enrollment		
Institutes of Higher Education	District Partners	Number of Students Enrolled per Term
		Spring 2012
Bridgewater State University	Brockton, Carver, Marshfield, North Attleboro, Weymouth, Whitman-Hanson	6
Bunker Hill Community College	Boston	10
Massachusetts Bay Community College	Boston, Newton	7
Quinsigamond Community College	Worcester, Berlin-Boylston, Millbury, Leicester, West Boylston, Shrewsbury	20
Roxbury Community College	Boston, Chelsea, Everett, Revere, Saugus	Planning
UMass Boston	Boston	Planning
TOTAL STUDENTS		43

Credit/Non-Credit/Audit

ICE partnerships emphasized the relationship between student career goals and student course selection. Partnerships were encouraged to engage in individualized, student-centered academic and social planning activities for each student. Of 106 courses taken by students in spring 2011, 41.5 percent were taken for academic credit, 38.7 percent were audited, and 19.8 percent were non-credit bearing courses. The overall course completion rate was 96.4 percent.

Table 3. Courses Taken, Spring 2011				
Institutes of Higher Education	Credit	Audit	Non-Credit	Incomplete
Bunker Hill Community College/Roxbury Community College	9	2	0	1
Holyoke Community College	24	19	0	1
Massachusetts Bay Community College	7	10	1	0
Mount Wachusett Community College	0	10	0	0
Quinsigamond Community College	4	0	20	2
TOTAL	44	41	21	4

Employment Experiences – Spring 2011

Students participated in a variety of paid and unpaid employment opportunities. Partnerships worked with each student to determine his/her preferences, needs, strengths, and interests, and then aligned course selection and work experiences to further each student's educational, career, and life goals. Students worked at these sites:

Art Studios
Hospitals
Preschools
Libraries
Colleges

American Red Cross
National Alliance on Mental Illness
YMCAs
Card Shops
Rehabilitation Centers

Restaurants
 Elementary Schools
 High Schools
 Fitness Centers
 Neighborhood Markets
 Pet Groomers

Retail Stores
 Kung Fu Studios
 Nursing Homes
 Bakeries
 Parking Garages
 Landscaping Companies

Employment Specialists – Spring 2012

In response to the line item stipulation that employment specialists must be retained in order to assist students in meeting competitive employment and other transition-related goals, ICE partnerships in spring 2012 made provision in various ways that reflect each partnership’s unique local circumstances.

Table 4. Employment Specialists – Spring 2012			
PARTNERSHIP	TYPE OF GRANT	EMPLOYMENT SPECIALIST FY12 SPRING	EMPLOYMENT SPECIALIST FY13 SUMMER
MassBay	Implementation	\$18,000	\$4,000
Quinsigamond	Implementation	\$4,000	\$0
Bunker Hill	Implementation	\$0*	\$0*
Bridgewater State	Implementation	\$11,839.50	\$3,946.50
UMass Boston	Planning	\$0**	\$0**
Roxbury	Planning	\$1,500	\$480

* Employment Specialists for the Bunker Hill partnership are provided by Boston STRIVE.

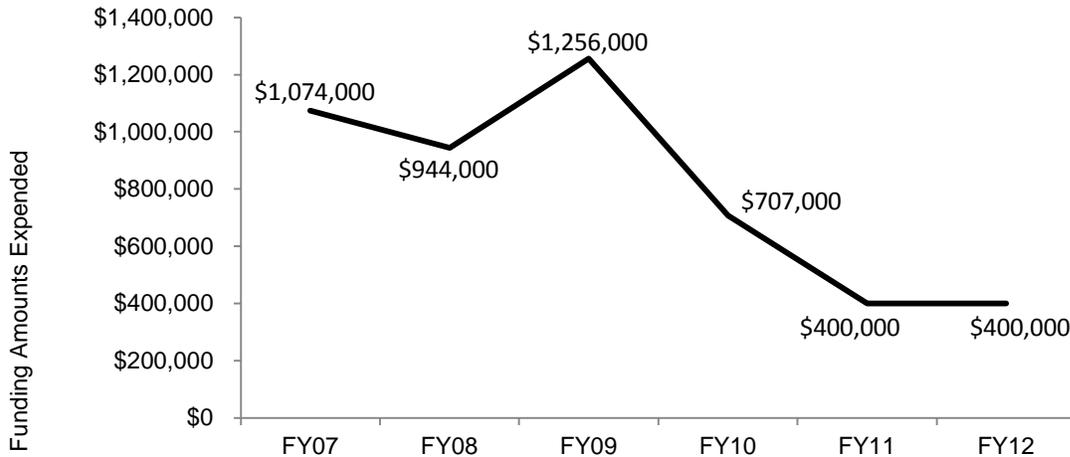
** In the planning phase, Employment Specialists for the UMass Boston partnership are provided by UMass Career Services.

FY2012 Budget information

Over time, legislative appropriation for the ICE program has decreased to a third of its FY2009 high of \$1,256,000. As the ICE model has gained acceptance on college campuses, and as

districts and their higher education partners have developed the necessary infrastructure, an increasing portion of funding has been provided by the partnerships themselves.

Figure A: Inclusive Concurrent Enrollment Grant, Change in Funding (FY2007–FY2012)

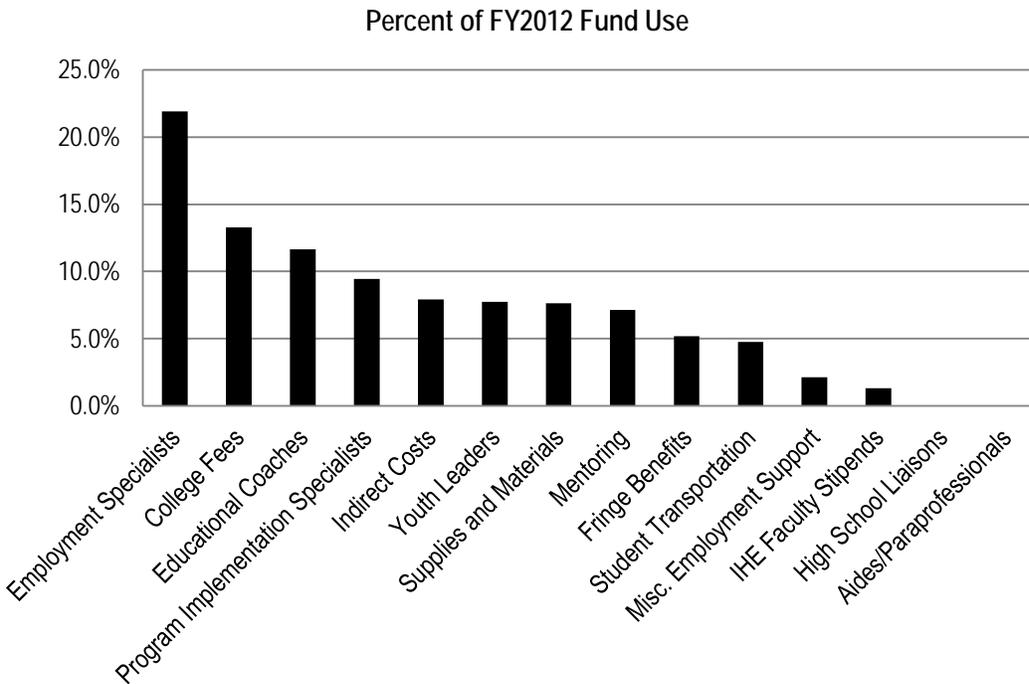


Source: Inclusive Concurrent Enrollment Partner Reports

Four partnerships, Bridgewater State, Bunker Hill, MassBay, and Quinsigamond, are serving ICE students in spring 2012. Colleges and school districts make a substantial in-kind contribution to the program – as much as 87 percent in FY2011 – often covering substantial portions of the costs of necessary personnel such as program coordinators, educational coaches, and paraprofessionals. Sufficient personnel are required to ensure that students receive appropriate, coordinated, individualized academic, social, and employment support. For FY2012, the distribution is as follows:

Employment Specialists	21.9%
College Fees	13.3%
Educational Coaches	11.6%
Program Implementation Specialist	9.4%
Indirect Costs	7.9%
Youth Leaders	7.7%
Supplies and Materials	7.6%
Mentoring (Bridgewater State only)	7.1%
Fringe Benefits	5.2%
Student Transportation	4.7%
Misc. Employment Support	2.1%
IHE Faculty Stipends	1.3%
High School Liaisons	0.0%
Aides/Paraprofessionals	0.0%

Figure B: Grant Fund Use by the Four Implementing Partnerships (FY2012)



Source: Inclusive Concurrent Enrollment Partnership Grant Proposals

Student Outcomes

The primary student outcomes of this pilot grant program over the six years of its implementation include:

1. The development of self-determination and self-advocacy skills.
2. Participation in career planning, vocational skill-building activities, and community-based competitive employment opportunities.
3. The improvement of academic, social, functional, and other transition related skills.

The primary outcomes are best understood as actual students receiving real benefit in areas they had not otherwise been able to participate. The following are two examples of students who have participated in an ICE partnership recently.

BRAD

Brad is a 20-year-old student from Newton, MA, who attended MassBay Community College for four semesters. When Brad first came to MassBay, he required a substantial amount of direction. Through his hard work and the support that he received from his educational coach, specifically on his travel training, Brad gained the skills and confidence that he needed to feel ready to travel to campus on public transportation independently. This was a tremendous milestone in Brad's life as it jump-started his independence and eagerness to articulate and obtain additional goals. Brad started up the Glee Club at MassBay and encourages other students to be involved. Through commitment to himself and to the program, he has gained a clear sense of his future goals of being a public speaker and teacher, and is looking forward to taking a communications course at MassBay. Brad worked at Fenway Park over the summer and is currently employed at a grocery store in his neighborhood. In addition, he was recruited (and paid) to present about his disability at local colleges and public schools. Through this program, Brad has learned to advocate for himself, to be independent on campus, in the gym, in the cafeteria at lunch, in the computer lab, and during student activities.

ANGELO

Angelo attended MassBay Community College for four semesters and truly grew as a person through his classroom experiences. He had many personal obstacles that he needed to overcome, and was able to seek out the supports to effectively address his challenges. Angelo struggled with his sexuality for a time. With support from staff and friends at the college, he was able to "come out" in a safe environment and felt proud of who he was. He became an active member of the GLBT on campus and acquired a support system through the friendships that he sustained. Angelo became more independent and mature in his time at college. He advanced from taking non-credit courses to being able to take his most recent class for credit. He enjoyed helping other students on campus and became a friend and mentor to many of his peers. Angelo transferred from MassBay Community College to follow his passion of acting and singing at a partnering ICE program, Bunker Hill Community College, where additional classes in that area of interest are available. He has since aged out of his high school transition program and is now independently working at a grocery store in his neighborhood. Angelo will certainly continue to use the skills that he has learned in this program throughout his future endeavors.

Program Outcomes

The primary outcomes of this pilot grant program over the six years of its implementation include:

1. The clear demonstration that students with severe disabilities can successfully complete inclusive credit and non-credit college courses, participate meaningfully in the life of the campus, and make progress towards their individual educational and career goals.
2. The transformation of belief systems and raising of expectations on the part of higher education and school district educators, families, and students.
3. The building of bridges between the historically disconnected systems of school districts and higher education, to create improved information exchange, understanding, and systems alignment.

Key Elements of Successful Inclusive Concurrent Enrollment Initiatives

We have learned that successful inclusive concurrent enrollment initiatives for students with severe disabilities require, at a minimum, the following elements:

1. A shared belief by all partners – institutions of higher education, school districts, families, students, employers, etc. – that students with severe disabilities will benefit from inclusive concurrent enrollment.
2. Full acceptance of inclusive concurrent enrollment by higher education administration, staff, and educators as not merely a grant program but an integral part of the structure and culture of the institution, consistently implemented every year.
3. Full acceptance of inclusive concurrent enrollment by school district administration as part of a continuum of services for students with severe disabilities.
4. Commitment from the institution of higher education that students will have comprehensive, inclusive access to a full array of college classes and activities.
5. Agreement by all program partners on a common vision, mission, and vocabulary.
6. Oversight by a leadership team, composed of leaders from the partnering college/university and school districts, as well as representatives from adult service agencies, employers and family members.
7. Coordination by a higher education staff person who:
 - a. is embedded in the life of the college or university and has experience with and knowledge of the full range of the institution's offerings and policies.
 - b. has the responsibility and authority to address challenges as they arise.
8. Participation by a school district liaison who:
 - a. serves as the primary support to students, overseeing their education and consulting with college/university faculty in designing instruction and modifying assignments.
 - b. works with families of students.
9. Ongoing training for higher education faculty in areas such as disability awareness, natural supports, universal design, etc.
10. Comprehensive, individualized transition planning for students, motivated by their strengths, preferences, and interests, and directly linked to college courses, college activities, and employment opportunities.

11. The creation of a safe and supported higher education environment in which students with severe disabilities can explore and develop academic, social, functional, self-determination, self-advocacy, and employment-related skills.

12. Sustainable, reliable funding at no cost to families or students.

Appendix A

Chapter 68 of the Acts of 2011

Inclusive Concurrent Enrollment Programs for Students with Disabilities reads as follows:
7061-9600

For a discretionary grant pilot program with the purpose of providing monies to school districts and state public institutions of higher education partnering together to offer inclusive concurrent enrollment programs for students with disabilities as defined in section 1 of chapter 71B of the General Laws between the ages of 18 and 22, inclusive; provided, that the grant program will be limited to students who are considered to have severe disabilities and, in the case of students ages 18 to 19, shall be limited to students with severe disabilities who have been unable to achieve the competency determination necessary to pass the Massachusetts comprehensive assessment system exam; provided further, that said students with disabilities shall be offered enrollment in credit and noncredit courses that include nondisabled students, including enrollment in noncredit courses and credit bearing courses in audit status for students who may not meet course prerequisites and requirements, and that the partnering school districts will provide supports, services and accommodations necessary to facilitate a student's enrollment; provided further, that the department, in consultation with the department of higher education, shall develop guidelines to ensure that the grant program promotes civic engagement and mentoring of faculty in state institutions of higher education, and supports college success, work success, participation in student life of the college community and provision of a free appropriate public education in the least restrictive environment; provided further, that the department, in consultation with the department of higher education, shall develop strategies and procedures to help sustain and replicate the existing inclusive concurrent enrollment programs initiated through this pilot program, including, but not limited to: provision of funds to retain employment specialists and assist students in meeting competitive employment and other transition-related goals, and adoption of procedures and funding mechanisms to ensure that new partnerships of institutions of higher education and school districts providing inclusive concurrent enrollment programs fully utilize the models and expertise developed in existing partnerships; provided further that the department shall develop a mechanism to encourage existing and new partnerships to expand capacity to respond to individual parents that request an opportunity for their children to participate in the inclusive concurrent enrollment initiative; provided further that tuition for courses shall be waived by the institutes of higher education for students enrolled through this grant program; provided further, that funds may be distributed to the department of higher education in order to increase the capacity of public institutions of higher education to include students with severe disabilities in the concurrent enrollment pilot program; provided further, that funds may be allocated to the department of elementary and secondary education to provide training and technical assistance to school districts for program implementation; provided further, that the department of elementary and secondary education, in consultation with the department of higher education, shall report to the house and senate committees on ways and means, the joint committee on education and the joint committee on higher education on the discretionary grant program not later than February 15, 2012; provided further, that no funds shall be expended for personnel employed by the department of elementary and secondary education; and provided further, that for the purpose of this item, appropriated funds may be expended through August 31, 2012.

\$400,000