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# Inclusive Concurrent Enrollment Partnership

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# Inclusive Concurrent Enrollment Partnership

College of Education and Human Development

Aimee D'Avignon, Laura Vanderberg, & Felicia Wilczenski

## Summary

The Inclusive Concurrent Education Partnership (ICE) has enrolled students with disabilities from local public high schools for the past 4 semesters, since the Fall of 2012. These students audit courses that match their personal interests in order to experience a fully inclusive higher educational setting. A total of 32 students have participated across the two years of program implementation.

## Goals and Objectives

The goal of the Inclusive Concurrent Education program is to provide secondary students with significant intellectual disabilities an opportunity to participate in an inclusive educational setting outside of their special education classrooms.

The objectives are to provide an opportunity for these students to pursue their interests and to learn such skills as self-advocacy and self-sufficiency in a post-secondary school setting.

## Approaches and Methods

Students are identified through our partners at Boston Public Schools' STRIVE program and Braintree Public Schools' PROVE program. Student selected are above the age of 18, have been diagnosed with significant intellectual disabilities and will "age out" of secondary school without having passed the MCAS requirement for graduation.

Students receive explicit travel training (how to use public transportation) by their educational coaches.

Additionally, Boston Public Schools students, through supplemental grant funds, have part-time employment and job training/shadowing responsibilities at the university. All students receive campus Career Services advising, such as resume-writing support and mock interviews.

A mentoring component has been designed and implemented to provide peer-to-peer support for navigating the University setting and accessing University resources.

## Results/Impact

Of 32 students participating in two years, the following results have been recorded:

- Students have learned to advocate for themselves in terms of accommodations through UMB's Ross Center for Disability Services;
- Students have participated in various social events, extra curricular activities, and have used their new student IDs to access discounts at local venues;
- Students have expanded their social circles to include other students on campus;
- Students are enriching the UMass Boston classroom with an additional type of student diversity;
- Students have spoken in legislative and conference forums about the impact of their ICE experiences;
- Students have assumed facilitative roles in ICE Partnership advisory meetings.

## Conclusion/Next Steps

Grant funding from the Massachusetts Department of Elementary and Secondary Education has enabled students participating in this program to expand their educational experiences in inclusive community settings and to achieve higher levels of independence. Continued support is crucial in order for this program to sustain gains in student development. Implement recently approved pre/post assessment.

## References and Resources

The Institute for Community Inclusion  
([www.communityinclusion.org](http://www.communityinclusion.org))  
Think College  
([www.thinkcollege.net](http://www.thinkcollege.net))

## Partnership Information

MA DESE  
Boston Public Schools  
Braintree Public Schools  
UMass Boston (College of Education & Human Development, Institute for Community Inclusion, Human Resources, Career Services, Ross Center)