

Task Force for Expanding Credit and Noncredit Courses
for Students with Intellectual and Developmental
Disabilities



Maryland Higher Education Commission

Final Report
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TASK FORCE TO STUDY THE IMPACT OF EXPANDING CREDIT & NONCREDIT COURSES FOR STUDENTS WITH INTELLECTUAL AND DEVELOPMENTAL DISABILITIES

I. Executive Summary

The Task Force held three meetings between August and December 2015. During these meetings, presentations were made by students with intellectual and developmental disabilities (IDD), parents of the students and post-secondary institutions that provide curriculum for students with intellectual and developmental disabilities. After considerable review of what is being done at the national level, reading many articles, visiting many web sites, and having productive discussions, the Task Force is making recommendations to the Maryland General Assembly that will hopefully move Maryland from providing few opportunities that are more segregated to providing more options that emphasize inclusion. One current option for students with IDD at the UMBC (called the SUCCESS program) is discontinuing services after 2018. The driving force of developing future higher education program development in Maryland for students with IDD must be that these learning options are inclusive all the aspects of the college and university settings. Best practices are provided and any program developed and implemented in Maryland should adhere to best practices. Unlike 32 other states who have received funding to develop model programs, Maryland currently has no Transition Postsecondary Education Program for Students with Intellectual Disability (TPSIDs) nor do we have any higher education programs that are approved as Comprehensive Transition Programs (CTPs) to offer student with IDD Federal Student aid Data supports that students attending CTPs and TPSIDs have a much better employment rate and a higher quality of life. In fact, Maryland is lagging behind the nation with respect to innovation and funding, as well as providing meaningful course work beyond traditional and dated independent living skills, focusing on, gardening, cooking, and social skills. While students with ID/DD may present additional needs, if these supports and services are addressed by a college or university, it is possible to support all students, including students with ID/DD. Therefore the Task Force recommends that funding be provided on two fronts: one in the form of scholarships for students with intellectual and developmental disabilities and the second in the form of an RFP to plan and implement two comprehensive inclusive post-secondary programs within the State. It is also recommended that MHEC, MSDE, MDOD, other state agencies, and stakeholders work together to implement all of the recommendations which are listed here below and under the subtitle of recommendations in the report:

1. MHEC, in collaboration with state agencies and colleges and universities, should explore existing and/or new funding structures to support increased access to inclusive higher education in the State. Our community colleges currently support \$10 M annually in the form of waivers. They can't bear any additional waivers. Instead new funding needs to be budgeted for our community colleges and four-year institutions if Maryland is going to move towards inclusivity as part of diversity. It is recommended that \$1,000,000 dollars be the initial budget for an RFP that would include planning and the first year program at two institutions.

2. Model inclusive PSE programs for individuals with IDD that include state-of-the-art best practices should be developed and supported on MD campuses. State funds should support these efforts through a competitive request for proposals process and the results should be sustainable.
3. A scholarship program via state funds should be established for IDD students who wish to pursue post-secondary education, dual enrollment or other programs include private trade schools.
4. The Task Forces work should continue through the establishment of a statewide consortium that provides guidance in the development, awarding and monitoring of the model programs recommended in #1 above. MHEC and MDOD should co-chair.
5. MSDE and MHEC should conduct a comprehensive review of all currently available programs for students with IDD in order to ensure greater access to high quality, inclusive dual enrollment programs and post-secondary education. This thorough review should include programs that are available for students currently enrolled in high school (dual enrollment programs) as well as those programs designed for students after high school. Existing dual enrollment programs should operate under best practices and at least meet CTP guidelines requiring 50% of the coursework to be in inclusive setting.
6. Utilizing the information gathered from the comprehensive review, expand inclusive, dual enrollment programs for students with intellectual and developmental disabilities (I/DD) across the state, including older 'non-traditional' students.
7. Create strategic planning efforts to engage with statewide agencies and IHEs throughout MD to support information sharing on program development efforts, legislative and policy issues, and knowledge development around inclusive higher education policy, research, and practice.
8. The MHEC, in consultation with MSDE, DOD, DDA, DORS, the Task Force and other stake-holders shall develop strategies and procedures to assist students in accessing inclusive higher education that are consistent with best practices and with the standards set forth by Think College.
http://www.thinkcollege.net/images/stories/standards_F.pdf
9. Enact laws and policies necessary to remove barriers which limit inclusive higher education opportunities for students with I/DD, including but not limited to allowing students to enroll in credit and non-credit courses despite not having a high school diploma and/or passing entrance exams (create alternative entry paths into higher education); encouraging full participation in a college campus; and providing supports and services to facilitate enrollment and full participation.

10. Our public institutions of higher learning should use universal design principles to develop online courses so they are accessible to students with ID/DD and ensure they are used only in conjunction with active student participation on a college campus. Opportunities and options should be made available, but more inclusive settings (e.g. courses on campus with non-disabled peers) should be encouraged.
11. MHEC should provide or contract technical assistance to colleges and universities on how to apply to be a comprehensive transition program so that students with ID/DD are eligible for federal financial aid.
12. MDOD, in collaboration with a broad array of stakeholders should develop and coordinate a training and awareness effort regarding the benefits of inclusive post-secondary education that includes people with ID/DD. Awareness efforts should target a variety of stakeholders, including people with ID/DD, families and faculty and staff of institutes of higher education (see below for more information about professional development).
13. MDOD should collect anecdotal “lessons learned” experiences from SUCCESS.
14. MHEC and MSDE should identify states (GA, HI, CA, TX) that have successfully created partnerships between vocational rehabilitation agencies and/or state ID/DD agencies and higher education so that students with intellectual disabilities can receive financial assistance through vocational rehabilitation and/or the state ID/DD agency to participate in higher education.
15. MDOD and MHEC should establish partnerships that fund services and supports for students to meaningfully participate in academic course as well as other activities on campuses, such as the University of North Carolina’s program.
16. Expand outreach efforts to families as a joint effort between MSDE, MHEC and MDOD in order to ensure that students and families think of postsecondary education as a goal.
17. Create programs which allow funding through IDEA for students through age 21 but which can accommodate older students via other funding models.
18. College programs for students with ID/DD should include travel training for students so that students have increased independence and can navigate their education, employment and life in the community by themselves to the greatest extent possible.

II. Charge to the Task Force

Chapter 392, Acts of 2013, (House Bill 813) established a Task Force to Study the Impact of Expanding Credit and Noncredit Courses for Students with Intellectual and Developmental Disabilities. The purpose of this Task Force was to study the impact of expanding the availability of credit and non-credit course offerings at public institutions of higher education in the state, including costs, distance learning options, pathways to meaningful credentials or gainful employment (as defined in regulations adopted under Title IV of the federal Higher Education Act), barriers, and logistics. The Task Force was then assigned the task of making recommendations regarding the expansion of credit and noncredit course offerings for students with intellectual and developmental disabilities at public institutions of higher education in the State.

<http://msa.maryland.gov/msa/mdmanual/26excom/html/33studdisab.html>

III. Methods and Members of the Task Force

The Task Force met four times in 2015. Minutes were recorded at each meeting. Guests were invited to give us a broad perspective of all components of providing and receiving a postsecondary education. We had presentations made by both high school and college students with intellectual and developmental disabilities (ID/DD), and by the parents of these students. A presentation was also made by UMBC, which currently has the SUCCESS program on its campus. Also presenting was the national organization called Think College from the Institute for Community Inclusion at the University of Massachusetts Boston. Names of presenters are listed in Appendix 1. Members of the Task Force are listed in Appendix 2.

During each of the three-hour meetings, discussion was shared as to the current state of what Maryland offers in comparison to other states, including classes that are offered, housing needs, and mentoring needs of the students. Barriers were discussed and logistics required for a program to be comprehensive and inclusive rather than segregated, as is the current common practice in Maryland and several other states. Recommendations as to what Maryland could do, if it decides to invest in expanding post-secondary opportunities for ID/DD students were also discussed.

IV. Definition of Intellectual Disability

The American Association on Intellectual and Developmental Disabilities (AAIDD) defines *Intellectual Disability* (ID) as a disability, originating before the age of eighteen, characterized by significant limitations in both intellectual functioning and in adaptive behavior. However IQ tests are generally not used to diagnose people with ID. . Therefore the Task Force focused our discussions on the two definitions of intellectual and developmental disabilities as defined by federal and Maryland State law.

“Intellectual disability” is defined in the Higher Education Opportunities Act, which was amended in 2010, as: “a cognitive impairment, characterized by significant limitations in - (i) intellectual and cognitive functioning; and (ii) adaptive behavior as expressed in conceptual, social, and practical adaptive skills.”

“Developmental disability” is defined in Maryland State law as: “a severe chronic disability that: (1) is attributable to a physical or mental impairment, other than the sole diagnosis of mental illness, or to a combination of mental and physical impairments; and (2) is manifested before the individual attains the age of 22. (Health General §7-101(e)).

Regarding formalized education, students with ID may require additional supports and services to access the general education curriculum as required by state and federal law (20 U.S.C. § 1400 *et. seq*). While some students with ID, especially those that do not graduate from high school with a traditional diploma, may not be able to access postsecondary education through traditional means, alternative pathways can and should be established. This population typically (though not always) includes students who (a) take alternative state assessments; (b) exit secondary education with diploma certificate of completion rather than a diploma and (c) qualify to receive services under the Individuals with Disabilities Education Act (IDEA) until they are 21. (<http://aaidd.org/> and http://www.communityinclusion.org/article.php?article_id=178)

V. Background Related to the Charge

Certain two- and four-year public and private colleges offer dual enrollment options to students with intellectual disabilities, age 18-21, who are still eligible to receive services via their school system under IDEA (4, 8). Efforts are supported financially in various ways including the use of IDEA funds, vocational rehabilitation funds, family funds, funds from other rehabilitation organizations including state ID departments, scholarships, foundations, etc. Post-secondary models for students with ID may be mixed / hybrid, substantially separate, or totally inclusive. (4, 8). In Maryland, some of our community colleges offer courses specifically designed for students with intellectual and developmental disabilities. The only four-year program established was at UMBC (SUCCESS), however this program is being discontinued by the end of 2018. No new students are being accepted into this program. Please note that one of the reasons for the program ending is that UMBC has a new strategic plan that focuses mainly on becoming more research oriented as part of its mission. Best practices reveal that in order for a program to be successful, all partners, including the IHE must buy into the idea that students with ID should be and can be fully included in all aspects of campus life.

A. Current Situation in Maryland Regarding Programs for Students with Intellectual Disabilities

Maryland’s efforts to provide postsecondary education opportunities have lagged behind national efforts, leaving students in Maryland with potentially fewer postsecondary options than their peers in other states. There are no federally funded model demonstration programs (e.g. TPSIDs) in Maryland. In 2012, MDOD, DDA and DORS began support of the SUCCESS program at UMBC, which was Maryland’s first four-year college program for students with ID which attracted strong student and family interest; however students are no longer being accepted into that program and it will end when the third and final cohort completes their four-year program. Limited funds for start-up, and a shortage of majors offered in the human services disciplines that typically

support PSE programs likely played a role in its termination. Courses are offered at several of our community colleges and these programs are listed in Appendix 4. However, Maryland does not have any approved Comprehensive Transition Programs (CTPs) that allow institutions of higher education to offer federal student aid to students with IDD. The programs options currently available in Maryland would not meet the standards for inclusion (See Section C under VI.) required for approval.

The Maryland State Department of Education, Division of Special Education and Early Intervention Services (DSE/EIS) recently did a survey of currently available “dual enrollment transition programs,” which serve transition aged youth with disabilities between the ages 18-21 as part of their high school transition experience. Many of the current offerings range from auditing college courses to participating in work-based learning activities on the campus. While these courses are often offered in collaboration with, or on, college campuses, these programs are not considered *inclusive* postsecondary programs (Grigal & Hart, 2009). MSDE found that in 2014, 14 of the 24 local education agencies (LEA) in Maryland provided some kind of transition services to students with disabilities on college campuses. This is a mark of improvement, as MSDE found that in 2009, only nine LEAs offered programs within the 24 local school systems in Maryland. These schools have at least one program in a post-secondary settings in which students with disabilities participate in college courses and activities, are provided with life skill development, and are given career and community based instruction. However, the consistency, quality and outcomes of these high school transition programs vary immensely. Furthermore, a limited percentage of participating students had access to paid work experiences or inclusive college courses. There are no consistent standards or evaluation measures across these programs in Maryland.

B. Benefits of Postsecondary Education

People with intellectual disabilities live in poverty at disproportionate rates. Only 32% of adults with ID ages 20-30 are employed, compared to 74% of people without disabilities (Sulewski, Zalewska, Butterworth, & Migliore, 2013). Rather than participating in postsecondary education or competitive employment, the majority of adults with ID receive services in facility-based and non-work settings (Butterworth, Hall, Smith, Migliore, Winsor, Domin, & Sulewski, 2013). This outcome is not only costly for our community, but many people with ID/DD report being unsatisfied.

Higher education is an important pathway to integrated competitive employment and independent living for students with intellectual and developmental disabilities. Research shows that paid work in community settings while a student is in school is the strongest predictor of post-school employment success. Work-based “...experiences offer opportunities for youth to learn ‘soft skills’ needed to succeed in the workplace as well as specific occupational skills. The experiences also serve to help youth identify employment and career preferences.” Academic achievement usually results in greater employment opportunities and higher income, even among students who do not earn a college degree (Hamilton & Hamilton, 2006, p. 273; Grigal, 2011; Newman, Wagner, Cameto and Knokey, 2009). One study demonstrated that students with ID who

participated in postsecondary education were 26% more likely to exit their vocational rehabilitation program with employment and earned a 73% higher weekly income (Migliore, Butterworth, and Hart, 2009)

C. Low Enrollment in Postsecondary Programs

In 2014, there were 5,338 students in Maryland public school classified as having an intellectual disability and 947 of these students were between the ages of 18 and 21 years of age - nearing the age when they will be leaving high school. The number of students with intellectual disabilities enrolled in postsecondary programs on Maryland's college campuses is not currently collected, but national data provides some insight into how many of these students are likely to access postsecondary programs.

Despite the documented benefits, students with intellectual disabilities have a disproportionately low representation in postsecondary education settings. National studies suggest that this low enrollment is not because students do not want to further their education after high school. Among students with disabilities who develop transition plans identifying their post-high school goals, 80% name "postsecondary education" as a primary goal (Cameto, Levine, & Wagner 2004). Yet, data from the National Longitudinal Transition Study-2 (NLTS-2) indicated only 29% of individuals with ID were enrolled in postsecondary education during the eight years after high school completion (Newman, Wagner, Knokey, Marder, Nagle, Shaver, and Schwarting, 2011). The rate of students with ID in postsecondary education is significantly lower than most disability groups, including individuals with specific learning disabilities, speech or language impairments, hearing impairments, visual impairments, and traumatic brain injuries (ranging from 61% to 75%) (Newman et al., 2011).

D. Existing and Expanding Postsecondary Options

The low enrollment rates of students with intellectual disabilities may be due in large part to the lack of postsecondary options available, although this is beginning to change across the country. Over 240 higher education options for students with ID are available across the country (Grigal & Hart, 2012). However, the majority of these opportunities are either segregated or partially segregated with few accommodating students with significant disabilities or challenging behaviors (Uditsky & Hughson, 2012).

A significant development in the landscape for postsecondary options occurred as part of changes to the Higher Education Opportunity Act in 2010, which included an appropriation of \$10.6 million by Congress to create a model demonstration program aimed at developing inclusive higher education options for people with ID. The Office of Postsecondary Education released this appropriation as five-year grants to institutions of higher education to create these model programs, called Transition Postsecondary Education Program for Students with Intellectual Disability (TPSIDs). There were 27 grants released in 2010 and another 25 released in 2015. Grantees are tasked with creating, expanding, or enhancing high-quality, inclusive higher education experiences to support positive outcomes for individuals with ID. In addition, the Office of Postsecondary Education also awarded \$330,000 in 2010 to the Institute of Community

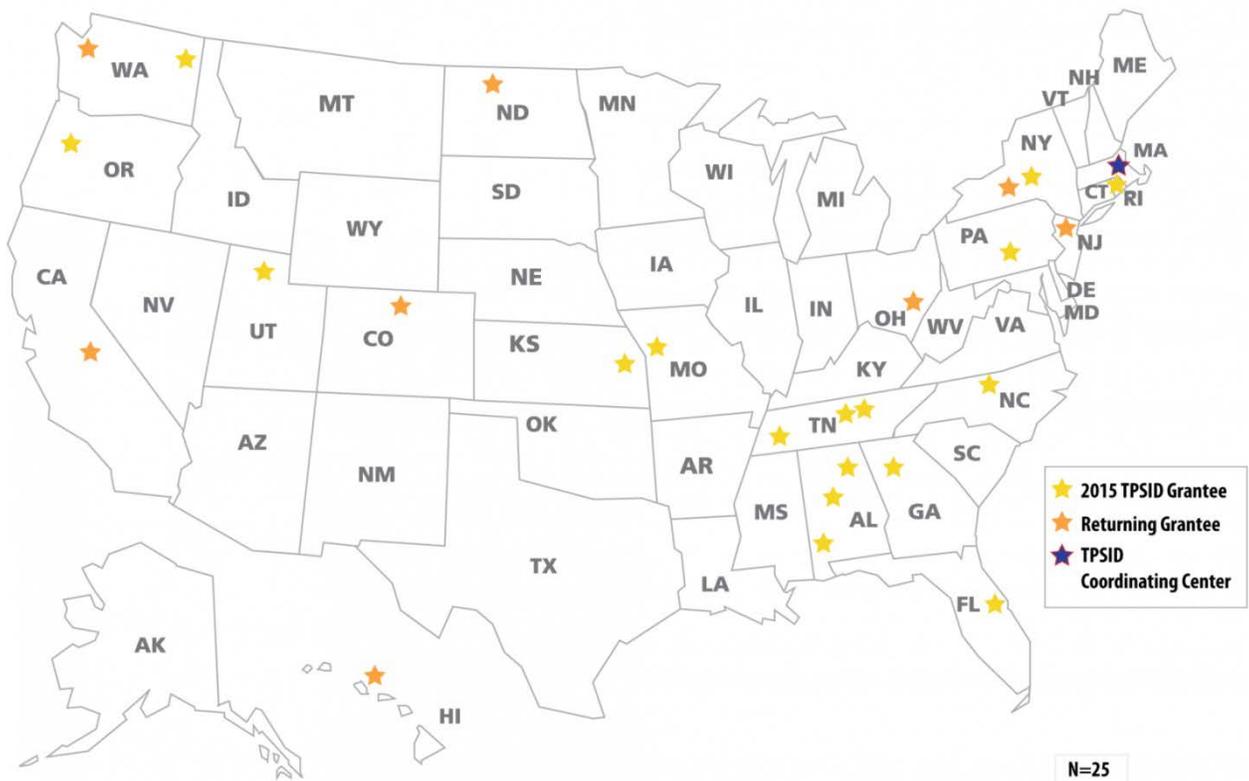
Inclusion at the University of Massachusetts Boston to establish a national coordinating center for the TPSID programs. This national coordinating center provides technical assistance to TPSIDs, as well as evaluates the TPSID projects and creates best practices for programs.

Some notable facts regarding TPSID are listed below:

- 77% of students in a TPSID earn a credential. The most common credential is a certificate specifically for students in the program.
- 41% of exiting students from TPSIDs have a paid job when they exited the program.
- Students in TPSIDs take an average of 8 courses per year. On average, 50% of coursework is specialized for students with ID and 50% of coursework is offered in an inclusive setting. (Best practices show that the more students with ID are included in general classrooms with their typically-developing peers, the better they do.)
- The longer students attend a TPSID program, the more likely they are to be employed.
- Prior to entering TPSID programs, many ID students and their families report lack of preparation for a job, lack of career assessment, and lack of knowledge about employment options.

Below is a schematic of TPSID Grantees during the period of 2015-2020.

TPSID Grantees 2015-2020



Students without disabilities and faculty and staff at colleges with TPSID programs feel that the presence of students with disabilities adds to the academic or social experience of the college. (Grigal, M., Hart, D., Smith F.A., Domin, D., Sulewski, J, Weir, C. (2015): Think College National Coordinating Center Annual Report on the Transition and Postsecondary programs for Students with Intellectual Disabilities Year 4 (2013-2014) Executive Summary. Boston, MA: University of Massachusetts, Institute for Community Inclusions. Retrieved from: www.thinkcollege.net and Grigal, Dwyre, A., Davis, H. (2006). Transition Services for Students Aged 18-21 with Intellectual Disabilities in College and Community Settings: Models and Implications of Success, Addressing Trends, and Developments in Secondary Education and Transition. Retrieved from: <http://www.ncset.org/publications/viewdesc.asp?id=3395>

VI. Critical Elements of a Quality, Inclusive Postsecondary Program

Students with intellectual and developmental disabilities should have a wide array of options to meaningfully participate in postsecondary education. In order to create, expand and enhance high quality inclusive options for students with ID/DD, any program developed for students with intellectual disabilities should include:

1. Meaningful participation in inclusive college level courses to gain a greater understanding of academic content and continue to provide a foundation for lifelong learning, civic engagement and employment.
2. Enhanced career and life skills through course experiences in areas such as technology, employment readiness, self-advocacy via person centered planning and preparation for independent living.
3. Purposeful participation in campus life, including residential options, if applicable, recreational and fitness activities, student organizations and clubs, campus dining, and campus events.
4. Data collection on the impact of the program on the academic, social, and vocational outcomes for program participants.
5. Enhanced understanding of campus diversity through authentic and meaningful interaction with students with ID/DD, with an emphasis on engaging traditional undergraduate students who will be immersed as peer partners in academic, co-curricular, and career experiences with students with ID/DD.

Upon completion of a postsecondary program, students should have the skills and dispositions to equip them as engaged citizens who value lifelong learning along with the necessary readiness for independent living and competitive integrated employment. Suggested *academic* learning outcomes will be related to the student's interests and include courses that will lead them to the employment options they want. Suggested *employment* readiness learning outcomes will complement the academic program and will be focused on building skills in the field they choose, but should also include technology, communication and decision-making.

A. Examples of Best Practices

Examples of best practices of postsecondary programs for students with ID should include:

- Opportunities for students with ID to meaningfully participate in all academic and non-academic opportunities on a college or university campus.
- Access to time limited paid internships in areas of career interest that align course of study with person-centered plan.
- Job placement while enrolled in the program and job placement upon completion of program.)
- Alignment of program with existing IHE systems, office and structures. Programs should not creating separate systems i.e. application, registration, grading, and courses, advising for students with intellectual disability.
- Student centered planning via the use of existing academic advising services for students in the programs.
- Inclusive courses, which may be taken for credit, non-credit, audit, or other ways.
- Use of existing academic supports, including natural supports, for students in programs including tutoring, academic coaching, note-takers, readers, modified course loads, substitutes for required courses, priority registration, alternative testing formats, and peer mentors.
- The use of existent campus resources including student center, dining hall, computer labs, bookstore, library, tutoring services, career services.
- Peer mentoring by student volunteers in order to provide inclusive access for students with ID to campus clubs, activities, and or social events.
- The collection of follow-up employment and success data for students who exit the program for a set period of time.
- Partnerships of higher education programs with high schools and with external organization including vocational rehabilitation agencies, local education agencies, university centers for excellence in developmental disabilities, and state ID/DD service agencies.

B. Meaningful Credentials

Credentials are developed by an IHE as part of the strategic planning process. A meaningful credential will be developed by a broad constituency -- the same group of stakeholders who are essential to effective strategic planning and consortium design, including employers who must recognize and trust the value of the credential.

The meaningful credential should reflect both 1) the value and standards embodied in each IHE's credentialing framework and 2) the statutory requirements laid out in the HEOA that allow PSE students to be eligible for federal financial aid.

As with all aspects of post-secondary program development, the more the PSE program draws on existing institutional procedures and regulations, the more aligned the PSE program will be with institutional mission and values and the more inclusive the PSE

experience will be. This will also avoid duplication of services on campus, and ensure that students with ID have access to all campus services and supports.

In this way, decision-making about the credential awarded to PSE students should begin with existing institutional procedures and policies regarding credentials. Each IHE should strive to include PSE students in its existing framework and objectives for awarding credentials, making modifications or adjustments to ensure ‘fit’ between the credential awarded to PSE students and the standards and value of the credentials awarded to other students.

In order to facilitate development and to ease the administrative burden associated with the start-up of these programs, a strategic planning group should set out statewide, or system-wide, regulations for the meaningful credential. These should in turn conform to the requirements set forth in the HEOA.

The HEOA specifies that programs should include learning and skill development in academics, employment, and independent living. The HEOA explicitly states that PSE programs should:

- Enhance the employability of students
- Offer academic advising and a structured curriculum, and
- Provide access to classes and work experiences with nondisabled students and staff.

These provide guidelines for development of the meaningful credential. Minimum threshold for credentials to be awarded in Maryland should be laid out through a process of strategic planning and consortium formation.

According to HEOA requirements, PSE programs provide person-centered planning for students with ID. Person-centered planning allows the student to direct his or her own coursework so that it aligns with the goals and outcomes he or she wants in life. The credential offered through the PSE should be flexible enough to be person-centered and structured enough to meet the guidelines of the HEOA.

C. Comprehensive Transition Programs (CTPs) for Students with Intellectual Disabilities

Comprehensive Transition Programs (CTPs) offer students with ID the opportunity to access inclusive postsecondary education programs by providing a way to be eligible for federal financial aid to help cover the cost of attending college under certain circumstances.

A “CTP” is a term that means comprehensive transition program that has been approved by the office of Federal Student aid to offer FSA to eligible students with ID in an approved program. It is not a generic term for all programs.

Being an approved CTP does not reflect in any way the quality of the program. The designation of CTP simply means a program has addressed checklist items of the statute. CTPs do not reflect a quality or level of inclusiveness. There are currently 39 approved CTPs in the country. <https://studentaid.ed.gov/sa/eligibility/intellectual-disabilities>

A CTP for students with ID means a degree, certificate or non-degree program that:

- Is offered by a college / career school which has been approved by the U.S. Department of Education;
- Is designed to support students with ID who want to continue academic, career, and independent living instruction to prepare for gainful employment;
- Offers academic advising and a structured curriculum; and
- Requires students with ID to participate, for at least half of the program, in
 - Regular enrollment in credit-bearing courses with nondisabled students,
 - Auditing or participating (with nondisabled students) in courses for which the student does not receive regular academic credit,
 - Enrollment in noncredit-bearing, non-degree courses with nondisabled students, or
 - Internships or work-based training with nondisabled students.

To become an approved CTP, the financial aid office of the interested IHE must submit an application to the office of Federal Student Aid documenting how they have addressed the above criteria. Once approved these IHEs can offer eligible students with ID access to three forms of federal student aid, Pell Grants, Supplemental Educational Opportunity Grants, and work study funds. Students with ID are not eligible to access federal student loans.

If CTPs are to be successful and benefit students with ID, they need to offer programs in postsecondary settings have the potential to increase students' access to integrated employment, local and community resources, education, and social activities. These programs give increased opportunity for students with ID to interact with age-appropriate peers since for students 18-21 their peers are no longer in high school. In addition, the programs improve interagency collaboration between higher education institutions and adult ID service providers. There are very few approved CTPs in the United States; making costs a continuing barrier for students with ID and their families to pursue higher learning. (See Appendix 3 for listing of Institutions and States that offer CTPs).

VII. Challenges and Concerns to Address

Students with ID/DD experience significant barriers to accessing inclusive higher education. These barriers were detailed to the Task Force via presentations, as well as documented in the research and publications shared with Task Force members.

The largest barriers are **low expectations for students with ID to continue learning after high school** and **lack of knowledge of inclusive higher education options** and practices among middle and high school educators and administrators.

Colleges and universities also experience barriers in supporting students with ID/DD on their campuses. Though challenges exist with expanding credit and non-credit courses for students with intellectual disabilities, there is a clear desire for more opportunities in Maryland. And Maryland can learn from all of the colleges and universities that have successfully included students with ID/DD on their campuses. Each student, with or without a disability enrolls in postsecondary education with their own set of individual needs and unique challenges. While students with ID/DD may present with additional needs, if the following supports and services are addressed by a college or university, it is possible to support all students, including students with ID/DD.

Community colleges and four-year universities have identified the following potential concerns:

- Lack of understanding of the purpose and desired outcomes of access to higher education for students with ID.
- Changing attitudes on campuses since many IHE do not include this in their overall mission, thus creating a barrier to serve students with disability
- Concerns regarding long term sustainability due to lack of State and federal funding.
- More programmatic concerns relate to space limitations. If programs are fully inclusive, this can be more easily overcome.
- Other concerns are: liability, staffing, transportation issues and braiding and blending of funds.

To address these concerns there is a need for a comprehensive support system that includes academic advising, sustainable mentoring and in some cases, logistical assistance, (i.e. transportation) Those services are needed on a cohort and individual basis and in many cases can be provided by peer mentors, existing structures and/or additional programmatic staff.

- The need for information and resources about services and supports to enhance a student's success. While the goal is for students with and without disabilities to learn together and receive support from one another, some students may need additional support. The needs should be addressed in person-centered plans. College faculty can use principles of Universal Design for Learning (UDL) to facilitated better more meaning access to the existing curricula.
- Professional development will be required to ensure students with ID/DD are accepted, included and successful on any college campus. The focus should be on what is possible and how it can be done, including having high expectations and lessons learned from existing programs. In addition, professional development should include disability awareness and address differentiated instruction.
- Depending on the level of disability, facilities may have to be modified.
- Success must be defined for each student in the form of outcome data regardless of whether the course is for credit or non-credit, for example passing the course or auditing the course.
- Given the resources available for smaller community colleges, programing becomes an issue of sustainability. However, research shows that truly inclusive

programs that operate under best practices, cost colleges less than expected. The tuition waiver is a true potential financial issue for community colleges.

- Further examination is necessary to determine the fiscal reality for smaller community colleges. Additional funding beyond the CADE direct-aid formula that currently supports our community colleges in Maryland may be required.

As the report is charged with offering recommendation about costs, other states (Pennsylvania, Massachusetts, Florida, South Carolina, Georgia, and Texas) have all designated funds in to support the development of inclusive higher education in their respective states and that reviewing those legislative models would be a worthy activity.

VIII. Recommendations for Maryland Legislators

19. MHEC, in collaboration with state agencies and colleges and universities, should explore existing and/or new funding structures to support increased access to inclusive higher education in the State. Our community colleges currently support \$10 M annually in the form of waivers. They can't bear any additional waivers. Instead new funding needs to be budgeted for our community colleges and four-year institutions if Maryland is going to move towards inclusivity as part of diversity. It is recommended that \$1,000,000 dollars be the initial budget for an RFP that would include planning and the first year program at two institutions.
20. Model inclusive PSE programs for individuals with IDD that include state-of-the-art best practices should be developed and supported on MD campuses. State funds should support these efforts through a competitive request for proposals process and the results should be sustainable.
21. A scholarship program via state funds should be established for IDD students who wish to pursue post-secondary education, dual enrollment or other programs include private trade schools.
22. The Task Forces work should continue through the establishment of a statewide consortium that provides guidance in the development, awarding and monitoring of the model programs recommended in #1 above. MHEC and MDOD should co-chair.
23. MSDE and MHEC should conduct a comprehensive review of all currently available programs for students with IDD in order to ensure greater access to high quality, inclusive dual enrollment programs and post-secondary education. This thorough review should include programs that are available for students currently enrolled in high school (dual enrollment programs) as well as those programs designed for students after high school. Existing dual enrollment programs should operate under best practices and at least meet CTP guidelines requiring 50% of the coursework to be in inclusive setting.
24. Utilizing the information gathered from the comprehensive review, expand inclusive, dual enrollment programs for students with intellectual and

developmental disabilities (I/DD) across the state, including older ‘non-traditional’ students.

25. Create strategic planning efforts to engage with statewide agencies and IHEs throughout MD to support information sharing on program development efforts, legislative and policy issues, and knowledge development around inclusive higher education policy, research, and practice.
26. The MHEC, in consultation with MSDE, DOD, DDA, DORS, the Task Force and other stake-holders shall develop strategies and procedures to assist students in accessing inclusive higher education that are consistent with best practices and with the standards set forth by Think College.
http://www.thinkcollege.net/images/stories/standards_F.pdf
27. Enact laws and policies necessary to remove barriers which limit inclusive higher education opportunities for students with I/DD, including but not limited to allowing students to enroll in credit and non-credit courses despite not having a high school diploma and/or passing entrance exams (create alternative entry paths into higher education); encouraging full participation in a college campus; and providing supports and services to facilitate enrollment and full participation.
28. Our public institutions of higher learning should use universal design principles to develop online courses so they are accessible to students with ID/DD and ensure they are used only in conjunction with active student participation on a college campus. Opportunities and options should be made available, but more inclusive settings (e.g. courses on campus with non-disabled peers) should be encouraged.
29. MHEC should provide or contract technical assistance to colleges and universities on how to apply to be a comprehensive transition program so that students with ID/DD are eligible for federal financial aid.
30. MDOD, in collaboration with a broad array of stakeholders should develop and coordinate a training and awareness effort regarding the benefits of inclusive post-secondary education that includes people with ID/DD. Awareness efforts should target a variety of stakeholders, including people with ID/DD, families and faculty and staff of institutes of higher education (see below for more information about professional development).
31. MDOD should collect anecdotal “lessons learned” experiences from SUCCESS.
32. MHEC and MSDE should identify states (GA, HI, CA, TX) that have successfully created partnerships between vocational rehabilitation agencies and/or state ID/DD agencies and higher education so that students with intellectual disabilities can receive financial assistance through vocational rehabilitation and/or the state ID/DD agency to participate in higher education.

33. MDOD and MHEC should establish partnerships that fund services and supports for students to meaningfully participate in academic course as well as other activities on campuses, such as the University of North Carolina's program.
34. Expand outreach efforts to families as a joint effort between MSDE, MHEC and MDOD in order to ensure that students and families think of postsecondary education as a goal.
35. Create programs which allow funding through IDEA for students through age 21 but which can accommodate older students via other funding models.
36. College programs for students with ID/DD should include travel training for students so that students have increased independence and can navigate their education, employment and life in the community by themselves to the greatest extent possible.

IX. Implementation of Recommendations: Strategic Planning and Consortium Development

At least two-third of the postsecondary education programs for students with ID/DD the US are part of a statewide consortium that supports existing programs and assists with the creation of new programs. A consortium facilitates a statewide and systemic perspective on development of PSE programs; this, in turn, affords many economies that pay-off in efficient, sustainable programs that are valued and meaningful in the broader community. Rather than focus on a single program or approach the topic case-by-case, Maryland should promote the expansion of PSE programs by establishing a consortium to build the policy and programmatic infrastructure that can facilitate the development of individual programs down the line.

Such an initiative begins with a strategic planning process. A strategic planning process with partners from higher education, state agencies, and citizens with disabilities, families and other stakeholders will accelerate the development of programs and partnerships. It will also yield greater innovation, as the infrastructure and guidelines have been defined, and individual efforts at program design are not hampered by the constant need to get basic administrative approvals and guidance, campus by campus. Think college offers guidelines to support this work and ensure best practices are followed in Maryland. Of course, individual programs within a consortium will respond to and reflect the culture and setting of their respective institutions; but the administrative burdens of creating and launching a PSE program can be monumental and a systemic approach can reduce that burden while encouraging creativity and individuality among individual campuses.

Maryland might want to consider to be the first state in the country to develop a consortium within its University System. While the consortium need not be limited to UM System schools, nevertheless as it consists the majority of our public four year institutions, it could certainly host the consortium. Towson University developed deep

expertise and campus buy-in in preparing its application to the US Department of Education for a TPSID grant; while Towson was not successful in this first attempt to win grant funding, the personnel remain actively engaged and the interest in moving forward is keen. Towson would be an excellent candidate to host the consortium on behalf of the UM System.

Subsequent to Towson's efforts, St. Mary's College of Maryland convened a workgroup to look into developing a program there. Enthusiasm is high on campus. Both Towson and St. Mary's attended the recent national 2015 State of the Art Conference on Postsecondary Education and Individuals with Intellectual Disabilities. While at the conference, these IHEs met with a group of attendees from Maryland, including people with disabilities, families, secondary educators and advocacy groups. We are aware of other 2- and 4-year colleges and universities interested in supporting students with ID/DD.

However, start-up funding and sufficient planning time appears to be necessary. Therefore, these efforts will take funding appropriations to implement. A Request for Proposal (RFP) process could allow for the start-up costs and program development to being. Any proposals should outline costs associated with supporting students with ID/DD to have the opportunities to participate in coursework and other activities, including cost of facilities, staff, counselors to engage in person-centered planning, and other funds necessary,

The advantages of the systemic approach—addressing, from a system-perspective, substantive issues and burdens that individual campuses will necessarily confront in the start-up and launch process—are listed here. The systemic approach promotes the long-term sustainability of PSE programs by facilitating:

- Development and recognition of a credential that complies with statutory requirements and is meaningful to stakeholders, while allowing for individual campuses to create programs tailored to their expertise/interests
- Coordination between 2 year and 4 year institutions
- Linkages and pathways with public school systems
- System-wide coordination with state agencies funding adult services (DORS, DDA), funds that can be used to support students in PSE programs
- Management of program specifics related to operating procedures and policies at the system level
- Know-how regarding on-campus administration of academic advising, registration, financial aid, access to career center, etc. for these non-matriculating students
- Creation of common indicators of success and outcomes
- Development of a system of technical assistance for capacity building for campuses, in programs serving students with ID and for others on campus as well
- Awareness and understanding of PSE programming across campus community
- Successful application for CTP status (and related eligibility for federal financial aid)
- Inclusion of students in PSE programs in state sponsored scholarship programs.

(Shared Resources." *The Florida Consortium on Postsecondary Education and Intellectual Disabilities*. N.p., n.d. Web. 24 Nov. 2015.

<http://fltpsid.info/SharedResources.php>; Joan Johnson and Terri Shelton.: "Sustaining, Supporting and Capitalizing: Building a Program of Study and a Comprehensive NC System through Strategic Collaboration." 2015 State of the Art Conference on Postsecondary Education and Individuals with Intellectual Disabilities. Fairfax, Va. November 13, 2015. Workshop presentation; Margo Vreeburg Izzo, Heidi Brett Mendez, Bill Bauer, Patricia Devlin, and Darlene Unger. "Ohio's Statewide Consortia: Enhancing Employment Outcomes through Postsecondary Education." 2015 State of the Art Conference on Postsecondary Education and Individuals with Intellectual Disabilities. November 12, 2015. Workshop presentation); and *Students With Intellectual Disabilities / Federal Student Aid*. U. S. Department of Education, n.d. Web. 24 Nov. 2015. <https://studentaid.ed.gov/sa/eligibility/intellectual-disabilities#ctp-programs>)

X. Conclusion

This Task Force consisted of several experts who deal with educating students with both intellectual and developmental disabilities. It had representation from MHEC, MSDE, MDOD and the DD Council along with several non-profit organizations plus two members of the Maryland General Assembly. Even though Maryland does offer some post-secondary community college and four-year institution experiences for these students, the State lags behind other states that offer much more diversity and inclusiveness in their curriculum and college experience. Recommendations should be discussed by our legislators and acted upon accordingly if we as Maryland citizens want to improve both the experience of college life and the outcome of a better quality of life for students with both intellectual and developmental disabilities. Now is the time to make a much more substantive financial investment in providing inclusive higher education for these students.

XI. Appendices

Appendix 1: Individuals Presenting and Providing Relevant Materials

Bryan Barry	Success Program/Student
Nancy Barry	Success Program/Parent
Clara Schutz	Student
Ann Schotz	Parent
Scott Ekhardt	MHEC/CCBC Grad Student Intern
Sara Miller	MDOD/ Grad Student Intern

Appendix 2: Task Force Members

Carol Beatty, Secretary MDOD	Maryland Department of Disabilities
Anne Blackfield, MDOD	Maryland Department of Disabilities
Ronda Brown, Administrative Officer	MHEC
Alison Buckley, Associate Vice President for Enrollment Services	Howard Community College
Kevin Daniels	Morgan State University
Nancy Forsythe, MA, EdS.	University of Maryland College Park: Maryland Down syndrome Advocacy Coalition and APSE
Jennifer Frank, Assistant Secretary of Higher Education, Director - PRC	MHEC
Laraine Glidden, Acting Provost and Dean of Faculty	St. Mary's College of MD
Meg Grigal, Co-Director, Think College Senior Research Fellow	Institute for Community Inclusion, University of Massachusetts Boston
Jennie Hunter-Cevera, Acting Secretary of Higher Education	MHEC
Rachell London, Esq., Director, Children & Family Policy MD Developmental Disabilities Council	MD DD Council
Karen Montgomery	Senate
Bernie Sadusky, President of MACC	Maryland Association of Community Colleges
Bernard Simons, Deputy Secretary for Developmental Disabilities	Department of Health and Mental Hygiene and Developmental Disabilities Administration
Michelle Stewart	DORS
Lee Towers, Director Department of Outreach for Public, Student, Legislative, and Corporate Relations	MHEC
Ocie Watson-Thompson, Chairperson Department of Early Childhood Education	Towson University
Tracy Wright	The Arc MD

Appendix 3: List of current ID Programs

- Appalachian State. Boone NC. Scholars with Diverse Abilities
- Arcadia University. Glenside, PA. REAL Certificate.
- Bluegrass Community and Technical College. Lexington, KY. SHEP.
- California State University. Fresno, CA. Wayfinders.
- Camden County College, Blackwood, NJ. Garden State Pathways.
- Clemson University. Clemson, SC. Clemson LIFE
- Coastal Carolina University. Conway SC. LIFE
- College of Charleston. Charleston SC. REACH.
- Elmhurst College Elmhurst, IL. Elmhurst Learning and Success Academy.
- George Mason University. Fairfax, VA. Mason LIFE
- Heartland Community College. Normal, IL. Heartland Academy for Learning Opportunities.
- Kennesaw State University. Kennesaw, GA. Academy for Inclusive Learning and Social Growth.
- Kent State University. Kent OH. Career and Community Studies.
- Lipscomb University. Nashville, TN. Igniting the Dream of Education and Access at Lipscomb.
- Monroe Community College. Rochester, NY. TPSID.
- Murray State University. Murray, KY. SHEP.
- New York Institute of Technology. Old Westbury, NY. Vocational Independence Program.
- Roberts Wesleyan College. Rochester, NY. Bridge to Earning, Learning, and Living.
- Rochester Community and Technical College. Rochester, MI. Occupational Skills.
- San Diego City College. San Diego, CA. College 2 Career.
- Santa Rosa Junior College. Santa Rosa, CA. College to Career.
- Southeastern University. Lakeland, FL.
- Taft College. Taft, CA. The Transition to Independence Living Program.
- The College of New Jersey. Ewing, New Jersey. Career and Community Studies.
- University of California, Los Angeles, CA. Pathway.
- University of Central Missouri. Warrensburg, MI. Thrive Program.
- University of South Carolina. Columbia, South Carolina. Carolina LIFE.
- University of Tennessee. Knoxville, TN. FUTURE.
- Vanderbilt University. Nashville Tennessee. Next Steps.
- Western Carolina University. Cullowhee, NC. University Participant Program.

(Task Force to Study the Impact of Expanding Credit and Noncredit Courses to Students with Intellectual and Developmental Disabilities. (2014, June). CTP Programs).

Appendix 4: Information on Existing Maryland Programs

Please note that this list is incomplete and doesn't distinguish between programs offered to transitioning youth via their LEA and programs that serve adults. Nor are any of them CTPs and the programs do not meet the standards for inclusion. In addition to these programs, dual enrollment programs exist to varying degrees in 14 jurisdictions.

- Baltimore City Community College. Coppin State University. John Hopkins University.
 - Baltimore Transitions Connection.
 - Approximately 25% of time is spent in inclusive classroom settings.
 - Serves approximately 10 students per year at each location.
 - Includes training for students in terms of how to independently access the community including training on how to access public transportation, etc.
- Community College of Baltimore County.
 - Center for Alternative and Supported Education.
 - The Center for Alternative and Supported Education (CASE) contracts with agencies serving adults with ID as well as other disabilities. Classes are provided at agency locations as well as on CCBC campuses.
- Harford Community College.
 - Future Link Post-Secondary Program.
 - Up to 25% of time is spent in inclusive classroom settings. “Students who have the desire are able to access credit and non-credit classes”.
 - Serves approximately 20 students per year.
- Howard Community College
 - Community Connections Program.
 - Up to 25% of time spent is spent in inclusive classroom settings.
 - Serves approximately 30 students per year.
- Montgomery College
 - Challenge Program: Provides unique open enrollment enrichment courses for adults with developmental disabilities to help them function more independently in their homes, at work, and in the community. The courses are designed to enhance skills, develop new skills, and/or hone skills students may have already acquired.
 - Graduate Transition Program- this two-year, tuition-based, credit-free certificate program focuses on basic academic skills, and enhances students’ potential success as productive citizens in the community.
 - Transition Training for Independence Program- Classes are designed to provide students, ages 19 to 20, enrolled in Montgomery County Public Schools an opportunity to complete their public education on the college campus. Students continue to address their individual goals and develop lifelong learning routines in an academic setting with their same age peers. This program is offered on the Germantown, Rockville, and Takoma Park campuses of Montgomery College.
- University of Maryland, Baltimore County.
 - SUCCESS (Students United for Campus-Community Engagement for Post-Secondary Success).
 - Up to 25% of time spent in inclusive classroom settings. “Program affords students with the opportunity to interact with their peers through a wide array of inclusive educational, social and recreational campus based activities”.
 - Serves approximately 8 students per year. And will be ending when the final cohort graduates in 2018.

- A four-year college experience, although no housing option exists for students.
- Towson University.
 - PRIDE.
 - ThinkCollege data on this program was last updated in 2012. It does not appear that this programs still in existence at Towson. Last year, Towson applied for a TPSID Grant but was denied.)
 - 100% of time is spent in inclusive classroom settings. “Students encouraged attending campus social activities with program staff or peer mentors”.
 - Serves approximately 12 students per year.
 - Although housed at a 4-year institution, this was a 2-year program, and no housing option existed for students.

(Task Force to Study the Impact of Expanding Credit and Noncredit Courses to Students with Intellectual and Developmental Disabilities. (June, 2014). Maryland Overview: Individuals with Intellectual and Developmental Disabilities; and Task Force to Study the Impact of Expanding Credit and Noncredit Courses to Students with Intellectual and Developmental Disabilities. (2014, June). CTP Programs.)

Appendix 5: Descriptions of Model Programs

Included here are descriptions of PSE programs. They reflect the variety of program options and are included to suggest the necessity of developing a systemic framework, through a strategic planning process, that will support creation of multiple program types and will meet the diverse needs of both students and campuses. All of the consortia listed below began with a planning process. Across the US, conveners of strategic planning processes have included:

- UCEDDs, DD Councils, The Arcs, and other stakeholders
- People with disabilities and their families
- Existing transition collaborative
- Existing post-secondary programs
- TPSID applicants.

Twenty-six of the 39 CTPs are included in the consortia described below.

California Consortium on Higher Education for Students with Developmental Disabilities: a statewide collaboration among colleges, service systems (developmental disabilities, education, rehabilitation), parents, and students to increase postsecondary options and address systemic issues. (6 CTPs) (California Consortium for Postsecondary Options for People with Developmental Disabilities Open Doors to College." *California Consortium for Postsecondary Options for People with Developmental Disabilities Open Doors to College*. Tarjan Center University of California Los Angeles, n.d. Web. 24 Nov. 2015. <http://www.semel.ucla.edu/opendoors/about/ccpopdd>)

Ohio’s Transition Options in Postsecondary Settings (TOPS): a consortium of seven 2- and 4-year IHE working together to develop, test and refine a statewide model that delivers inclusive postsecondary options including participation in college classes, internships, housing and social experiences that result in improved academic, employment and adult living experiences. (2 CTPs)(Ohio's TOPS Program." Nisonger

Center Ohio State University, n. d. Web. 24 Nov. 2015. <http://nisonger.osu.edu/specialed-transition/tops>)

Florida Consortium on Postsecondary Education and Intellectual Disabilities objectives include:

- Expand existing transition programs at 5 consortium campuses and fully align with criteria established for CTPs
- Provide technical assistance to other existing postsecondary transition programs to align with CTP standards
- Promote the development of additional postsecondary transition programs across the state.
(2 CTPs) (Florida Consortium on Postsecondary Education and Intellectual Disabilities, n.d. Web. 24 Nov. 2015. <http://fltpsinfo.com>)

South Carolina: The College Transition Connection works with select colleges and universities in South Carolina to design create and fund transition and post-secondary opportunities for young adults with intellectual disabilities. (5 CTPs) (*College Transition Connection*. College Transition Connection, n.d. Web. 24 Nov. 2015. <http://www.collegetransitionconnection.org/>)

North Carolina: The North Carolina Postsecondary Education Alliance is a diverse group consisting of emerging leaders with developmental disabilities, representatives of state agencies and organizations, legislators, educators, and families and other advocates. The mission is to expand the options for postsecondary education for individuals with developmental disabilities throughout North Carolina. (4 CTPs) (*North Carolina Postsecondary Education Alliance*. The Carolina Institute for Developmental Disabilities, n.d. Web. 24 Nov. 2015. <http://www.cidd.unc.edu/psea/>)

Tennessee: Alliance for Postsecondary Education Opportunities for Students with Intellectual and Developmental Disabilities mission is to increase the postsecondary educational opportunities for students on two and four-year college campuses and Tennessee Colleges of Applied Technology. The Alliance is comprised of representatives from State and local agencies, self-advocates and family members, representatives from colleges and universities in Tennessee, and business owners. (3 CTPs) ("Tennessee Alliance for Postsecondary Education Opportunities for Students with Intellectual and Developmental Disabilities." *Tennessee Alliance for Postsecondary Opportunities for Students With Intellectual Disabilities*. Vanderbilt Kennedy Center, n.d. Web. 24 Nov. 2015. <http://vkc.mc.vanderbilt.edu/vkc/ucedd/alliance/>)

Pennsylvania: D.R.E.A.M Partnership Objectives (new, Fall 2015)

(Dreams Realized through Educational Aspirations Model)

- Provide start-up funding to institutions of higher education in Central PA for the development of a postsecondary education program for students with intellectual disabilities.

- Build the knowledge, skills, and capabilities of colleges to provide postsecondary education while simultaneously generating awareness among consumers, family members, educators, and the community at large that college is an option for individuals with intellectual disabilities.
- Provide scholarship opportunities for students with intellectual disabilities.(1 CTP) (D.R.E.A.M. Partnership." *DREAM Partnership*. N.p., n.d. Web. 24 Nov. 2015. <http://dreampartnership.org/>)

Kentucky: Supported Higher Education Program (SHEP), Goals:

- Support students with intellectual disabilities in inclusive educational settings using person-centered planning
- Train 2000 professionals in secondary, higher education, and disability services to effectively serve a broader audience of learners
- Implement individualized certificates and meaningful academic recognition that promotes improved educational and employment outcomes
- Create viable funding streams to sustain project efforts beyond project funding. (*Supported Higher Education in Kentucky*. University of Kentucky Human Development Institute, n.d. Web. 24 Nov. 2015. <http://www.shepky.org/>)

Massachusetts Inclusive Concurrent Enrollment Model

Massachusetts has established a grant program available to school districts and public institutions of higher education in the state to partner to offer inclusive concurrent enrollment programs for students with disabilities between the ages of 18 and 22, who are considered to have severe disabilities. These students typically continue to be enrolled in the public school system and to be able to access IDEA funding. While these programs were initially located on community college campuses, they are now present on 4-year campuses as well. (Inclusive Concurrent Enrollment Initiative. Massachusetts Executive Office of Education, n.d. Web. 24 Nov. 2015. <http://www.mass.gov/edu/birth-grade-12/higher-education/initiatives-and-special-programs/inclusive-concurrent-enrollment/>)

The state-funded Inclusive Concurrent Enrollment (ICE) initiative funds partnerships between local school districts and two- and four-year public colleges and universities in Massachusetts. The term, “Concurrent Enrollment” means that participating students are still eligible for special education services, even though they have finished four years of high school. So, they are concurrently enrolled in college while still being eligible for special education services.

Student participants in the Inclusive Concurrent Enrollment Initiative develop career-planning and employment skills, self-advocacy skills, and new life skills that will assist students in their post-secondary interests and activities. For example, students participate in:

- Person-centered planning
- College courses related to job interests
- Paid work and internships
- Independent living and independent travel

Key Concepts and Standards to consider are listed below. Students with intellectual disabilities (ID), who, until recently, had few opportunities to continue their education beyond high school, are now pursuing college. This is possible because of expanding ideas about how postsecondary education can benefit a wide range of students.

Supported Education  is grounded in three principles:

- Increasing individual skills
- Increasing support from the environment
- Maximizing the fit between the individual and environment

Students with ID need to be given the chance to experience adult learning while we are still in the position of providing support and guidance

Grant-funded participants receive their operating funds granted directly through the Inclusive Concurrent Enrollment Initiative. All campuses participate in a planning year before they begin accepting students into their programs.

- Cape Cod Community College
- Bunker Hill Community College
- Middlesex Community College
- Northern Essex Community College (planning year)
- Roxbury Community College
- Bridgewater State University
- Framingham State University (planning year)
- Salem State University (planning year)
- Westfield State University
- University of Massachusetts, Amherst
- University of Massachusetts, Boston
-

Self-sustaining partnerships have transitioned away from Initiative grant funding and are funded by the institutions themselves, individual school districts, non-Initiative grant sources, or through other methods.

- Holyoke Community College
- Mass Bay Community College

The mission of the Massachusetts Department of Elementary and Secondary Education (the Department) is to strengthen the Commonwealth's public education system so that every student is prepared to succeed in postsecondary education, compete in the global economy, and understand the rights and responsibilities of American citizens, and in so doing, to close all proficiency gaps. Through Inclusive Concurrent Enrollment (ICE) partnerships, students with severe disabilities are afforded the means to attain academic and employment skills that prepare them to succeed in the world that awaits them after high school.

Now in its seventh year, the Inclusive Concurrent Enrollment Initiative continues to evolve. In the Initiative's early years, partnerships were formed solely between districts and community colleges. Now two four-year public universities are involved in Inclusive Enrollment Initiative partnerships. Students continue to avail themselves of opportunities

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. The entire 2013 Reports to the Legislature can be downloaded below:

- [Report to the Legislature](#) 
- [Inclusive Concurrent Enrollment Initiative Brochure](#)  file size 1M B

- [History & Definitions](#)   file size 1M B
- [Purposes & Outcomes](#)  