



Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

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

Chapter 139 of the Acts of 2012 Line-Item 7061-9600
May 2013

Massachusetts Department of Elementary and Secondary Education
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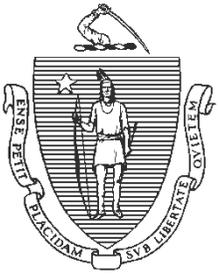
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May 2013

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 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).

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 ICE program continues to evolve. In ICE's early years, partnerships were formed solely between districts and community colleges. Now two four-year public universities are involved in ICE 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.

If you have any questions about the program or this report, please feel free to contact Marcia Mitnacht, 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 139 of the Acts of 2012, line item 7061-9600 (see full text in Appendix A):

For a discretionary grant program to provide funds to school districts and 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 shall be limited to students who are considered to have severe disabilities and, in the case of students age 18 or 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 shall 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 public 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....

The purpose of this 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 2013 marks the seventh year of this pilot program.

All data incorporated into this report is compiled from the Inclusive Concurrent Enrollment (ICE) program and reports submitted by ICE partnerships.

Program Overview

The Department of Elementary and Secondary Education (the Department) is the lead agency and shares decision making responsibilities with the Department of Higher Education (DHE). The Department receives the funds directly and is responsible for the coordination of all Inclusive Concurrent Enrollment (ICE) grant activities. The Department, in collaboration with

the Institute for Community Inclusion (ICI) at UMass Boston, 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 that relate to their career goals and other areas of interest;
- 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 participate in professional development designed to build and sustain the ICE initiatives statewide. Individual faculty and staff members have participated in technical assistance activities, provided by the ICI, 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 FY2012 and FY2013:

- **Academic Courses:** Writing Skills II; Pre-Algebra; Foundations of Algebra; Intermediate Algebra; Cultural Diversity Issues in School and Society; Oral Communication; Advanced Fiction Writing; Conversational Japanese; Introduction to Psychology; Fundamentals of Math; Introduction to English Composition; Introduction to Special Education; Introduction to Creative Writing; Introduction to Sociology; Ancient and Medieval Art; Child and Adolescent Development; American Sign Language I; Human Communication Skills; Developmental Reading & Writing II; Financial Literacy for All
- **Business Courses:** Principles of Marketing; Introduction to Business; Principles of Management
- **Technology Courses:** Computer Essentials; Computers and Technology; Introduction to Microcomputer Applications

- **Courses in the Arts:** Drawing for the Absolute Beginner; Improvisation; Ceramics; Chorale; Graphic Design; Elements of Performance Arts
- **Career Exploration & Career Courses:** Basics of Early Childhood Education; Introduction to Special Education; Essential Communication Skills for the Workplace; Job Interview Workshop; Workforce Readiness; Financial Literacy; Customer Services in the Hospitality Industry; Careers in Healthcare; Physical Activity & Health
- **Wellness & Personal Development Courses:** Connecting to Your Inner Orange Line; The Balancing Act: Juggling Work, School, & Life; Weight Training; The College Experience; Beginning Basketball I; Intermediate Basketball II; Theory and Practice of Gymnastics

FY2006-FY2012

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 FY2012, 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, school community members, and community-based employers involved 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, the availability of a wide range of credit bearing courses aligned with post-school goals identified during transition planning, and Universal Design for Learning (designing courses so they are accessible to the widest range of students, including students with intellectual disabilities).

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.

For further details, please see *Report to the Legislature: Inclusive Concurrent Enrollment Partnership Programs for Students with Disabilities*, June 2012, at <http://www.doe.mass.edu/research/reports/2012-06ConcurrentEnrollment.pdf>.

FY2013

Summer 2012

Bunker Hill Community College

The Bunker Hill partnership served five students in credit-bearing courses in summer 2012, three in writing and two in mathematics. According to ICE program coordinator Andrea Schwartz, students' time management and organizational skills improved over the summer, as well as their social and leadership skills. Two students earned A grades; none earned lower than a B-. Students were employed, among other places, at a nursing home, a food pantry, Wentworth Institute of Technology, Quincy Medical Center, and a car dealership.

MassBay Community College

Summer afforded the MassBay Community College partnerships the opportunity for programming flexibility. The college offered weekly "Lunch and Learn" seminars, open to all MassBay students, on topics such as goal setting, career exploration, stress management, note taking skills, time management, and media literacy. Seven ICE students participated. According to program coordinator Jayme Finstein, this ICE experience allowed five students who were new to ICE to work on their self advocacy skills, independence in the seminars and around campus, and communication skills in the seminar setting. One returning student traveled independently on public transportation to and from campus and independently got involved with clubs and activities, set up accommodations, and scheduled appointments. This student is a senator in the student government association and a member of both the basketball and Bible study clubs. He won a Silver Key Award for his volunteerism and participation in student activities. Another returning student works as a part-time nanny and, according to Jayme, "is a hard worker who is very engaged with her coursework and stays on top of her assignments." These students have been employed in seasonal landscaping and at hospitals, preschools, libraries, day camps, athletic clubs, and retail stores.

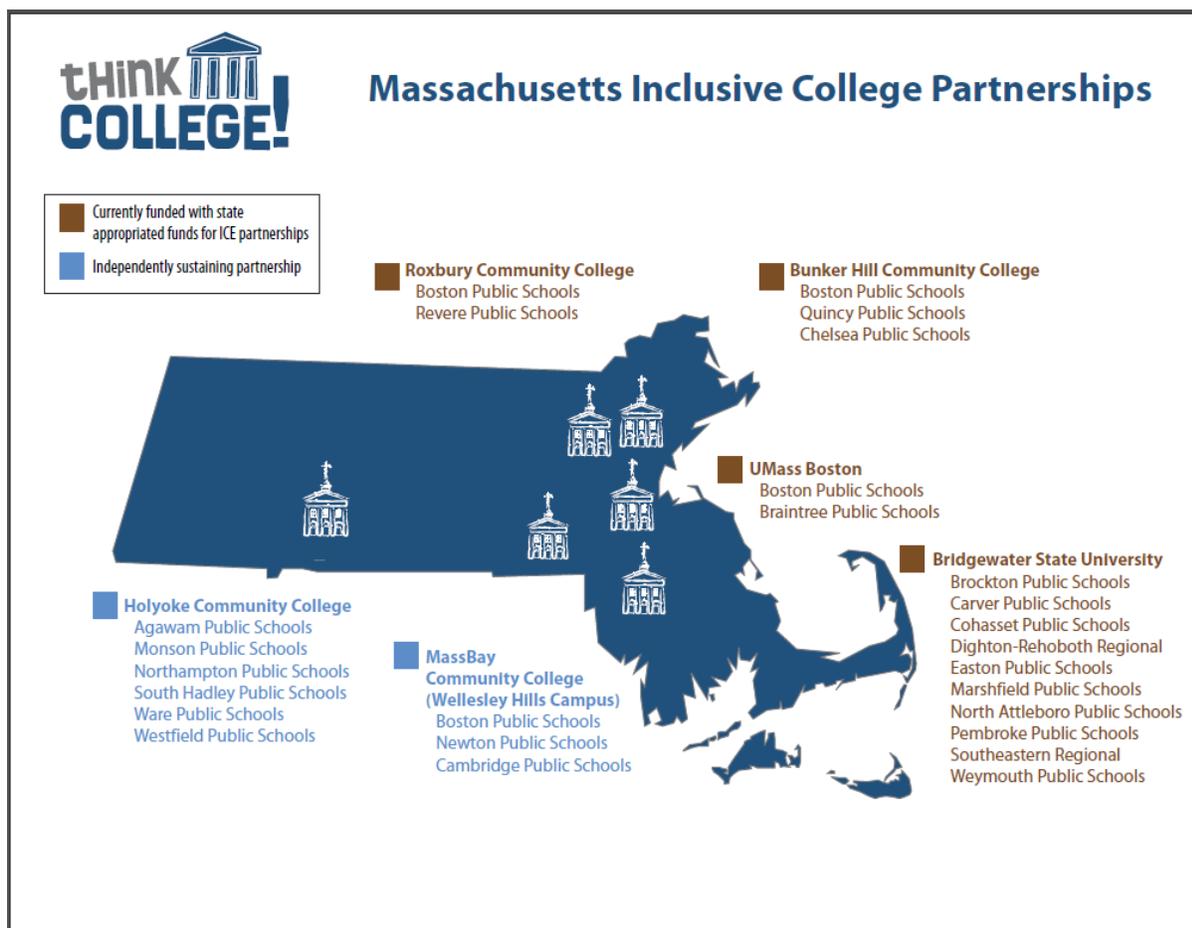
Roxbury Community College

As the recipient of an ICE planning grant for spring 2012, the Roxbury Community College partnership began implementation in summer 2012 with four students who took the course *The College Experience* for both credit and audit. This course, required of all Roxbury students in their first semester, provides students with the necessary tools for academic success in all subject areas and involves extensive reading, writing, and classroom discussion. While two students chose to leave the program, two others were successful, improving their writing and self advocacy skills. Both created resumes and explored how Roxbury Community College could help them develop their interests and achieve their personal and career goals.

Fall 2012

In fall 2012, four partnerships were funded through the ICE grant: Bridgewater State University, Bunker Hill Community College, Roxbury Community College, and UMass Boston. Quinsigamond Community College administrators decided to pursue supports for students with intellectual disabilities and autism without state grant support. MassBay Community College chose to return to the “Transition Scholars” model it implemented in fall 2011, with a set fee covering tuition, books, fees, and educational coaching, and with the college covering other costs such as the salary of the program coordinator. The Transition Scholars program at MassBay has also expanded to include students with intellectual disabilities who are older than 22 and no longer receive special education from their local districts. It is also noteworthy that Holyoke Community College, consistently an exemplar of best practice in inclusive concurrent enrollment for students with severe disabilities, continues to offer an ICE-model program that is self-sustaining. Holyoke developed a memorandum of agreement with local districts that provides the partnership with a predictable source of funding that is cost-effective from the point of view of partnering districts.

The map below, courtesy of Think College at the Institute for Community Inclusion at UMass Boston, depicts the four grant-funded ICE partnerships as they are configured in spring 2013, as well as the two self-sustaining partnerships.



Bridgewater State University

Fall 2012 was Bridgewater State University's second full semester of implementation. Seventeen students took classes as diverse as *Introduction to Special Education*, *Human Communication Skills*, and *Theory and Practice of Gymnastics*. Four students successfully completed a *Child and Adolescent Development* class, which aligned with their career goals to work in childcare and included job shadowing opportunities at local early childhood centers. A student whose career goal is graphic design was able to take *2D Design* and impress a potential employer with his confidence and skill level. A student who is interested in music and theater took *Chorale* and performs not only with a Bridgewater State ensemble but with his church chorus. Students universally improved their self advocacy, travel, academic, time management, telephone, computer, and interpersonal skills. Mary Price, ICE program coordinator, writes of one student: "He feels great about himself and loves being able to be with his peers on campus. He has learned to get around campus independently and keeps track of all his scheduled appointments and responsibilities. He has learned to use his Connect Card and can purchase food by himself. He has participated appropriately in his classes, interacting with his peers and completing all his assignments including group projects and oral presentations. He has learned to take the train home independently." Mary reports that another student has so inspired his high school classmates that they have contacted the university to see if they can be a part of ICE. Of another student, Mary writes that "she has blossomed! She is confident, mature, and advocates for her needs and desires. She has taken the initiative to apply for various jobs."

Bunker Hill Community College

The five students who completed classes for credit at Bunker Hill in fall 2012 earned grades ranging from A- to B- in *Foundations of Algebra*, *Foundations of Mathematics*, *The Balancing Act*, *Connecting to Your Inner Orange Line*, and *Financial Literacy for All*. One student withdrew from the program for personal reasons. ICE program coordinator Andrea Schwartz describes the progress of one successful student in her third semester with the program: "She excelled in all three levels of Mathematics courses that she took. She was very enthusiastic about coming to school, and often had all her homework completed before her tutoring sessions. She was able to navigate both high school, college, and work requirements well. She was quite proficient at time management and organization and... was willing and able to help others in her class with their work as well." All students improved their academic, personal, and social, and self advocacy skills. ICE afforded one student the opportunity to engage in some depth with the essential issue of whether and how to disclose his disabilities. Initially resistant to any connection with Bunker Hill's disability support office, he ultimately did well through his perseverance and determination.

Roxbury Community College

Fall 2012 was Roxbury Community College's first full semester of implementation. Eight students from Boston, Everett, and Revere took *Developmental Reading and Writing II*, *The College Experience*, *Drawing 1*, and *Elements of Performance Arts*. Unfortunately, the three students from Everett did not complete their coursework due to transportation hurdles. Those students who were successful in completing the term improved their academic, personal, social, and self advocacy skills. Interim ICE program coordinator Theresa Brewer writes that one student "made significant progress in a very short time at Roxbury Community College. Her professor stated that she participated regularly in class and took the coursework very seriously."

She consistently came to her assigned Educational Coach for assistance with class assignments and writing.... Shy at times, she made a conscious effort to be more social with other students and RCC staff. She performed amazingly for her final project where she did a solo choreography along with music. Passing MCAS is a primary goal in order that she may be able to continue her studies in college.” Another student struggled with his coursework but persisted diligently, making “significant academic and social progress” and being “very vocal about what he wants to do with his life and what he needs to succeed.”

UMass Boston

In fall 2012, UMass Boston began to implement the ICE program, serving seven students who audited credit-bearing courses as diverse as *Ancient and Medieval Art* and *Introduction to Creative Writing*. Students learned to navigate the MBTA and independently move around the campus to access the library, classes, bookstore, cafeteria, Campus Center, and student support office. Students also developed their ability to self advocate by scheduling meetings with their professors to introduce themselves, communicate their learning styles and areas of disability, and discuss accommodations. Additionally, they utilized the Office of Technology to establish email accounts and used email for homework and communication with professors. Although two students decided early in the semester that ICE was not a good fit for them, four students successfully completed the semester. Another student missed the final few classes yet checked in regularly with his teaching assistant and participated in independent study and group work projects. Felicia Wilczenski, UMass Boston’s Interim Dean of the College of Education and Human Development, reports about one student who did complete the semester: “He is more adventurous, independent, and presents with increased confidence as a result of participating in the ICE program at UMass Boston.” Plans are in the works to introduce peer mentoring and job shadowing for the spring 2013 semester, as well as to more closely align work opportunities with students’ long-term goals and coursework.

Enrollment Data

Summer, when colleges sometimes offer courses which progress at a faster-than-usual pace, is not necessarily an ideal time for some partnerships to offer ICE programming. Enrollment numbers are typically lower than they are in the fall and spring. However, Bunker Hill Community College served five students in credit-bearing courses, Roxbury Community College enrolled four students in “The College Experience,” and MassBay Community College offered an innovative series of inclusive seminars. See “Summer 2012” above for more details.

Full implementation began for Roxbury and UMass Boston in fall 2012. Their enrollment numbers reflect a commitment to thoughtfully addressing individual student needs on a scale that allows them to respond to the potential unforeseen challenges of a new program. Bridgewater State University, which began implementation in spring 2012 with six students, served eighteen students in fall 2012. Bunker Hill served only six students in fall 2012 because of scheduling complications in the summer which prevented four Chelsea students from registering on time; these four are enrolled for spring 2013. Not reported in this data are students who attend Holyoke Community College’s ICE Partnership Program, which originated in 2005, no longer accepts grant funding, is self-sustaining, and served 19 ICE-eligible students in FY2012.

Table 1. Summer 2012, Fall 2012, and Spring 2013 Enrollment				
Institutes of Higher Education	District Partners	Number of Students Enrolled per Term		
		Summer 2012	Fall 2012	Spring 2013 (Projected)
Bridgewater State University	Brockton, Carver, Cohasset, Dighton-Rehoboth, Easton, Marshfield, North Attleboro, Pembroke, Southeastern Regional, Weymouth, Whitman-Hanson	0	17	17
Bunker Hill Community College	Boston, Chelsea, Quincy	5	6	12
Roxbury Community College	Boston, Everett, Revere	4	8*	10
Massachusetts Bay Community College	Boston, Cambridge, Newton	7	N/A**	N/A**
UMass Boston	Boston	N/A***	7	8
TOTAL STUDENTS		16	38	47

*The Roxbury Community College partnership began full implementation of the ICE program in fall 2012.

**The MassBay and Holyoke Community College partnerships (see narrative, page 7) are self-sustaining and no longer utilize ICE funds to include youth with severe disabilities.

***The UMass Boston partnership began ICE implementation in fall 2012.

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 54 courses taken by students in summer and fall 2012, 35 percent were taken for academic credit, 52 percent were audited, and 13 percent were non-credit bearing courses. The overall course completion rate was 83 percent.

Table 2. Courses Taken, Summer 2012				
Institutes of Higher Education	Credit	Audit	Non-Credit	Incomplete
Bunker Hill Community College	5			
Massachusetts Bay Community College			7	
Roxbury Community College	2	2		2
TOTAL	7	2	7	2

Table 3. Courses Taken, Fall 2012				
Institutes of Higher Education	Credit	Audit	Non-Credit	Incomplete
Bridgewater State University		17		
Bunker Hill Community College	6			1
Roxbury Community College	6	2		3
UMass Boston		7		3
TOTAL	12	26	0	7

“Life of the College” Experiences – Summer and Fall 2012

Student participation in the life of the college is a key facet of the ICE program. Participation in these experiences fosters friendships, encourages the development of social and self advocacy skills, and increases the visibility and acceptance of the ICE program on campus. Students participated in these activities:

- | | |
|---------------------------------------|---|
| Volunteering at the college food bank | Animation club |
| Student government | Visiting the library |
| Basketball club | Using the computer lab |
| Bible study club | Gay-Lesbian-Bisexual advocates club |
| Attending sporting events on campus | Socializing with friends and peer mentors |
| Working out at the gym | Salsa class |
| Zumba class | |

Employment Experiences – Summer and Fall 2012

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, among others:

- | | |
|-----------------------------------|---|
| Wentworth Institute of Technology | Brockton Visiting Nurse Association |
| Game Stop | Heights Crossing Assisted Living Facility |
| Quirk Mazda | Stop and Shop |
| Bikes Not Bombs | Boys and Girls Club |

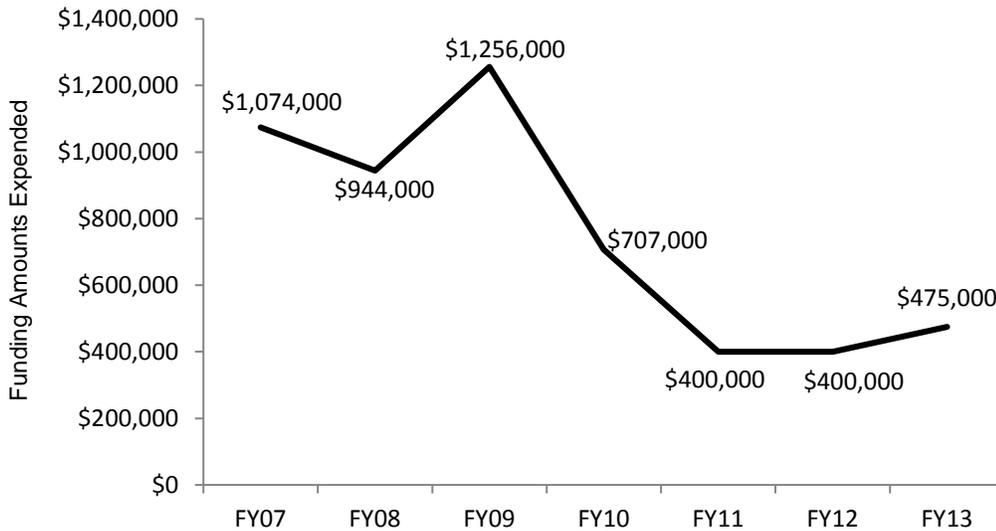
Brighton High Copy Center
 Brockton Hospital
 New England Sinai Hospital
 Hannaford
 Roland Green Preschool
 Auclair's Market

Carver Town Library
 YMCA
 Easton Town Offices
 Southeast Rehabilitation Center
 Paul Pratt Public Library
 Gilmore Early Childhood Center

FY2013 Budget information

Over time, legislative appropriation for the ICE program has decreased from the FY2009 high of \$1,256,000 to a low of \$400,000, increasing to \$475,000 in FY2013.

Figure A: Inclusive Concurrent Enrollment Grant, Change in Funding (FY2007–FY2013)



Source: *Inclusive Concurrent Enrollment Partner Reports*

Four partnerships, Bridgewater State, Bunker Hill, Roxbury, and UMass Boston, served ICE students in fall 2012. Colleges and school districts make in-kind contributions to the program, 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. In-kind funding provided by Bridgewater State partners is particularly noteworthy; university leadership and partnering districts provided resources which enabled the program to serve 17 students in fall 2012, up from just 6 students in spring 2012.

Table 4. In-Kind Funding, Fall 2012	
Bridgewater State	\$57,000
Brockton Public Schools	\$8,500
Carver Public Schools	\$6,500
Cohasset Public Schools	\$7,000
Dighton-Rehoboth Public Schools	\$6,500
Easton Public Schools	\$6,500
Marshfield Public Schools	\$7,000
North Attleboro Public Schools	\$5,000
Pembroke Public Schools	\$6,500
Southeastern Regional School District	\$5,000
Weymouth Public Schools	\$6,500
Bridgewater State University Partnership TOTAL	\$122,000
Bunker Hill Community College	\$8,552
Bunker Hill Community College Partnership TOTAL	\$8,552
Roxbury Community College	\$10,120
Roxbury Community College Partnership TOTAL	\$10,120
UMass Boston	\$3,500
UMass Boston Partnership TOTAL	\$3,500

For FY2013, the distribution of grant funding according to the planning budgets from the largest percentage of the budget to the smallest percentage is as follows:

Program Implementation Specialist	29.1%
IHE Fees	17.5%
Educational Coaches	13.4%
Supplies and Materials	8.5%
Employment Specialist	7.5%
Indirect Costs	7.1%
Youth Leaders	5.7%
IHE Faculty Stipends	3.0%
Fringe Benefits	2.0%
Mentoring/Consultants	1.8%
High School Liaisons	1.4%
Parent Consultant Stipends	1.2%
Student Travel	0.7%
Leadership Team Stipends	0.6%
Staff/Parent Travel	0.5%

Student Outcomes

The primary student outcomes of this pilot grant program over the seven 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.

Program Outcomes

The primary outcomes of this grant program over the seven 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.

Sustainability Initiative

In October 2012, representatives from the Department, DHE, and ICI, as well as ICE program coordinators and other interested parties, convened to discuss program strengths and barriers, and how to support the sustainability and expansion of the ICE program. A consensus emerged that resources should be developed to make ICE program information and resources widely available to colleges and universities, school districts, families, students, and the general public. Therefore, the Department has allocated \$20,000 in ICE funding to ICI, the primary professional development provider for ICE partners since 2007. ICI will systematically work with ICE partners to assemble existing training and technical assistance tools and resources, create new videos and fact sheets, aggregate other relevant state and national resources, and provide these to the Department. In turn, the Department will create a new ICE program website organized so that anyone can learn what the ICE program is and how to create and sustain an ICE partnership program.

Program sustainability is also supported by ongoing mentoring between experienced and new partnerships. Most notably, Holyoke Community College regularly shares its expertise with existing ICE partnerships and provides information and assistance to potential partnerships as they consider applying to join the program.

Appendix A

Chapter 139 of the Acts of 2012

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

For a discretionary grant program to provide funds to school districts and 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 shall be limited to students who are considered to have severe disabilities and, in the case of students age 18 or 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 shall 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 public 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 grant program including, but not limited to: provision of funds to retain employment specialists and assist students in meeting integrated competitive employment and other transition-related goals and adoption of procedures and funding mechanisms to ensure that new partnerships of public 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 the 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 state institutions of higher education for students enrolled through this grant program; provided further, that funds may be distributed to the department of higher education to increase the capacity of public institutions of higher education to include students with severe disabilities in the concurrent enrollment 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 shall select grant recipients not later than July 15, 2012; provided further, that the department of elementary and secondary education, in consultation with the department of higher education, shall report on student outcomes 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 January 28, 2013; and provided further, that for the purpose of this item, appropriated funds may be expended through August 31, 2013.

\$475,000