



Inclusive Concurrent Enrollment

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Mount Wachusett Community College

- Ashburnham-Westminster Reg. School District
- Fitchburg Public Schools
- Gardner Public Schools
- Leominster Public Schools
- Narragansett Regional Public Schools
- Ralph C. Mahar Regional Schools

UMass Boston/Bunker Hill Community College/Roxbury Community College

- Boston Public Schools (Madison Park, Academy of Public Service, Noonan Business Academy, Charlestown High School)
- Quincy Public Schools

Bristol Community College

- Fall River Public Schools
- Old Rochester Public Schools
- Somerset Public Schools
- Seekonk Public Schools
- Taunton Public Schools

Holyoke Community College

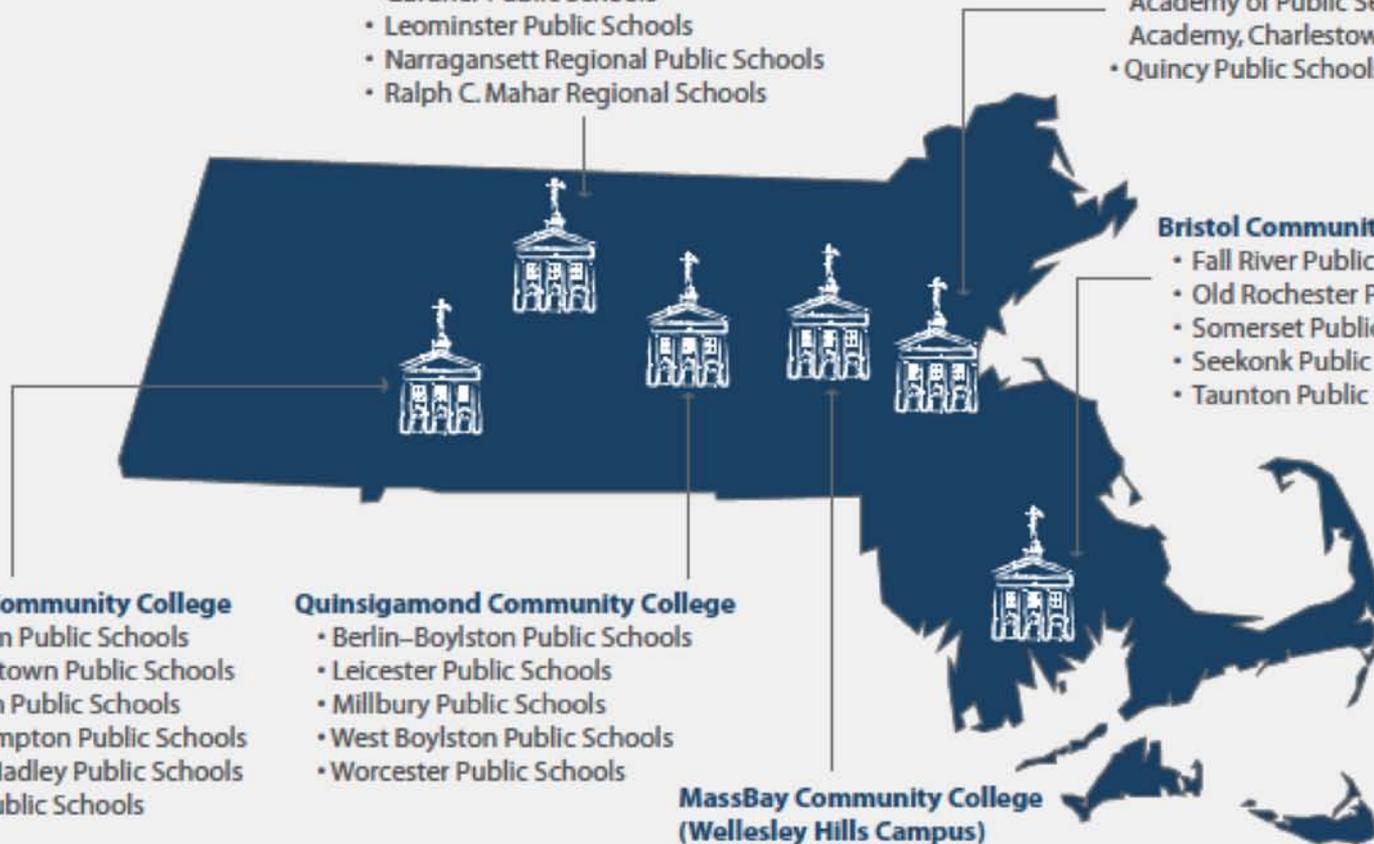
- Agawam Public Schools
- Belchertown Public Schools
- Monson Public Schools
- Northampton Public Schools
- South Hadley Public Schools
- Ware Public Schools

Quinsigamond Community College

- Berlin-Boylston Public Schools
- Leicester Public Schools
- Millbury Public Schools
- West Boylston Public Schools
- Worcester Public Schools

MassBay Community College (Wellesley Hills Campus)

- Boston Public Schools
- Needham Public Schools
- Newton Public Schools



Inclusive Concurrent Enrollment Goals

- Youth ages 18-22 enrolled in college classes
- Youth are engaged in futures planning and have clear idea of career goals
- Youth are prepared to use self-determination skills to access supports and services they need to pursue their postsecondary aspirations
- Youth pair college courses and time limited work experiences that contribute to securing paid employment

Evidence-Based Key Practices

- Person Centered Planning
- Universal Design
- Mentoring
- Coaching
- Self-determination
- Local and/or Regional Cross Agency Coordinating Team
- Creative and Collaborative Funding
- Competitive Employment

Equity and Excellence in Higher Education



- Universal Course Design—improving access for students
- All faculty and students benefit—not just students with intellectual disabilities
- www.eeonline.org

Types of college courses

- Include (audit or credit):
 - Microcomputer Applications
 - Career Life Planning
 - Intro. to Communication
 - Intro. to Water Color
 - Child Development
 - Intro. to Criminal Justice
 - Anatomy and Physiology

Student Activities

Students participate in:

- tutoring
- recreation center
- Student Government Association
- clubs
- career planning
- peer mentoring
- athletics

What it is all about: the students



Evolution of Transition with Higher Education

Semester	Fall 2006	Spring 2007	Fall 2007	Spring 2008
Student Age	20 years	20/21	21	Turns 22 in June
Travel	Never travelled independently	Travel Training to MassBay	Independent coming to MassBay—Travel training to work	Fading Support for travel to work
College course work	Walked in Graduation, no diploma. Spending most days at HS doing volunteer community work	Course work: Intro to Computers: Audit, spending 2 days a week at HS	Course work: Intro to Computers: For Credit 3 days per week	Course: Intro to Criminal Justice 2 days per week
Employment	Family looking in community for next options	Person Centered Plan reveals an interest in Office work and developing computer skills	Begins paid job at Harvard Business School Public Relations Office	Working at HBS 3 days per week, 401K, benefits

The PERC Project (2005-2009)

Examined dual enrollment programs using mixed hybrid model to document activities and outcomes.

- 2 States
- 5 College Sites
- 36 High Schools
- 112 students
- 95 different typical college courses
- 89% desire further education

PERC Student Employment Data

83% of PERC students in PAID integrated employment

PERC Students worked an average 18/hrs per week

NLTS2: 43.8% worked 5 hours per week or less

NLTS2: Only 17.6% worked 15-20 hours per week

PERC students earn average =\$7.90/hr

NLTS2: Only 15.2% earned over \$7.00 per hr

NLTS2: 50.9% earned less than \$5.15 per hr