

Supporting Students with Disabilities in Early College Programs

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Individual Education Program

- The Individual Education Program (IEP) is written to enable a student to make progress appropriate for the student's circumstances and may be implemented across all education and extra-curricular settings
- The IEP identifies the student's strengths and needs. It provides the student, family, and educators with a plan to provide **modifications** to the curriculum and activities that will support positive student outcomes
- All students with an IEP are entitled to services that will support access to general education services

What is FAPE?

- All students with an IEP are entitled to a free, appropriate public education (FAPE). This means they must be provided the support needed to access the same opportunities all students have.
- **Free:** at no cost to the parent/guardian
- **Appropriate:** IEPs outline a program for students to meet their unique needs
- **Public:** students have the same rights to attend public schools as all children; public schools have oversight of IEPs
- **Education:** allows access to related services too, if appropriate
 - Will this student have access to the same education and extra-curricular opportunities as other students?
 - What supports should be provided to protect this student from discrimination?

Students with an IEP in College

- Students with an IEP may want to attend college to:
 - Explore college and career options
 - Pursue a course of study
 - Support career development
 - Develop habits and skills needed for college and career opportunities
 - Support their transition from High School



New Higher Education Bill in Massachusetts Inclusive Secondary Education

First-of-its-kind law improves college access for students with autism, intellectual disabilities

By Jenna Russell Globe Staff, Updated August 7, 2022, 4:26 p.m.



Provisions remove barriers precluding persons with Intellectual Disabilities and Autism from participating in state colleges and universities.

Provisions ensure state colleges and universities establish guidelines governing the selection of individuals with ID and Autism as well as course selection.

Comparison: '07 and '22 Inclusive Higher Education Legislation



Comparison Between 2007 and 2022 Inclusive Higher Education Legislation

The new higher education bill advances the work of the Massachusetts Inclusive Concurrent Enrollment Initiative so that people with severe disabilities who are 18 and over have more opportunities to attend public institutions of higher education. The table below outlines changes between 2007 and 2022.

*Note: changes specific to the 2022 legislation are highlighted in bold script.

| | 2007 Legislation | 2022 Legislation* |
|------------------------|---|---|
| Name | Massachusetts Inclusive Concurrent Higher Education Initiative (MAICEI) | Massachusetts Inclusive Higher Education (MAIHE) |
| Status | Discretionary—grant program supporting public institutions of higher education in offering inclusion opportunities for students with severe disabilities as non-matriculating students | Mandatory —all state colleges and universities must develop guidelines and selection criteria to create higher education opportunities for students with severe intellectual disability, autism, and other developmental disabilities to participate as non- matriculating students |
| Disability Type | Intellectual and developmental disabilities | Severe disabilities, including intellectual disability, autism, and other developmental disabilities |
| Age | 18-22 | 18+ |
| Eligibility | Students between 18-20 who have not passed MCAS Students 20-21 who have passed MCAS but are eligible for special education services due to significant functional disabilities, transition needs, etc. | Students 18-22 who were eligible under MAICEI Persons over 21 with severe disabilities, including intellectual disability, autism, and other developmental disabilities, subject to guidelines to be developed by institutions and BHE regulations |
| Partnership | School districts and public state Colleges and Universities through a Partnership Leadership Team that includes families and state agencies. | School districts, public state colleges and universities, state disability agencies, families through a Partnership Leadership Team |
| Funding | Funds available annually for college-school partnership expected to become self-sustaining | Initial grant available, programs are expected to become self-sustaining using IDEA funds, adult agency funds, self-pay |
| Funding Source | Department of Higher Education | Department of Higher Education ⁶ |

What is the Massachusetts Inclusive Concurrent Enrollment Initiative? (MAICEI)

The MAICEI initiative funds public institutes of higher education that wish to initiate a MAICEI program that is designed to offer inclusive college options for students identified as having an intellectual disability, autism, or developmental disability.



Colleges prepare future citizens and leaders how to live, work, and lead their own lives.

College students, with and without disabilities, become comfortable, knowledgeable, and skilled working, supporting, and socializing with each other.



Why is the MAICEI Program important for the Higher Education Community?

Example of Inclusive Courses in MAICEI Programs

| | | | | | |
|-----------------------------------|----------------------|-------------------------------|----------------------------------|-----------------------------------|-------------------------|
| An Introduction to the University | Criminal Law | Encounters in Human Diversity | Fundamentals of Food Preparation | Fundamentals of Public Speaking | General Psychology |
| Graphic Design I | Intermediate Algebra | Introduction to Sociology | Introduction to Acting | Introduction to Sculpture Studio | Math 101 |
| Micro-computing Systems | Office Skills I | Principles of Marketing | Race and Social Justice | Strategies for Success in College | U.S. History Since 1877 |

Current Massachusetts MAICEI Campuses



- Bridgewater State University
- Bridgewater State Residence Life**
- Bristol Community College
- Cape Cod Community College
- Framingham State University
- Northern Essex Community College
- Holyoke Community College
- Massasoit Community College
- Mass Bay Community College
- Mass College of Art & Design
- Middlesex Community College
- Salem State University
- Salem State Residence Life**
- UMASS Amherst
- UMASS Boston
- Westfield State University

Comparison Between Early College and MAICEI

| | Early College Program | MAICEI |
|---------------------------------------|---|---|
| Student Age | 16-18 (depending on the program, it can be as early as 9 th grade) | 18 years old-21 years old |
| Accommodation and Modification | FAPE - IEP | FAPE - IEP |
| Pathway to college | Traditional Matriculated 1. Placement, tests, essays 2. Pursuing a degree 3. Reasonable Accommodations | Alternative Non- Matriculated 1. Person centered planning 2. Individual support plan 3. Focus on employment goals 4. May not pursue degree/credit |
| Course load | When they completed the program, they receive minimum 12 credits of college credits. | Students have the freedom to choose the classes to take and audit classes. |
| Cost | No extra cost to the families | No extra cost to the families |
| | | |

How can we better support students
with disabilities?

What do students with IEPs need?

Universal Design for Learning Guidelines

Provide multiple means of
Engagement →

Affective Networks
The "WHY" of learning



Provide multiple means of
Representation →

Recognition Networks
The "WHAT" of learning



Provide multiple means of
Action & Expression
→

Strategic Networks
The "HOW" of learning



The UDL Guidelines are a tool used in the implementation of Universal Design for Learning. These guidelines offer a set of concrete suggestions that can be applied to any discipline or domain to ensure that all learners can access and participate in meaningful, challenging learning opportunities.

Inclusion of students with an IEP

- The Institute for Educational Leadership (IEL) has developed a [resource](#) for programs seeking to develop inclusive programs for students with disabilities
- **Begin at the Beginning:** Develop a purposeful recruitment and admissions approach to attract and include disability-diverse students
- **More than Compliance:** Understand the aspects of accommodations for students on campus, including how to determine whether an accommodation is needed, how to meet those needs, and how to build a campus-wide understanding among students and staff about accommodations
- **Bridge the Divide:** Understand the levels of technology accessibility needed for an inclusive classroom
- **Beyond Disability Diversity:** Develop a culture of inclusivity that is needed to support full academic and campus involvement of students with disabilities.

Questions?

1. What do you need to know to support students with disabilities in early college programs?
2. How do you sign up for the working group to support and design programs that support students with disabilities?

Thank you!

Please direct questions to specialeducation@doe.mass.edu