

**INCLUSIVE CONCURRENT ENROLLMENT INITIATIVE
STATEWIDE LEARNING COMMUNITY MEETING
COLLABORATIVE SERVICES CENTER, SHREWSBURY MA
JUNE 26, 2014**

Meeting Resources: Links have been provided in the agenda to resources presented during the meeting.

Activity	Location	Participants	Time
Breakfast	Amphitheater		8:30 – 9:00
<u>Welcome and Introduction to the Agenda</u> <u>Participant List</u>	Amphitheater	Glenn Gabbard	9:00 – 9:15
Post-Secondary Learning Opportunities for Students with Intellectual Disabilities: Vision for the Future on the National, State, and Local Level	Amphitheater	Presentations by: Tom Sannicandro <u>Deb Hart</u> Ty Hanson	9:15 – 10:30
Break			10:30 – 10:45
<u>Gallery Walk: Campus updates</u> What are campuses up to? Aspiring to?	Amphitheater		10:45 – 12:00
Lunch	Amphitheater		12:00 – 1:00
1:00 – 2:30 Strand 1: World Café Sessions Amphitheater and Plymouth Room Glenn Gabbard and Participants <i>An opportunity for peer-based facilitated conversation about topics which emerged from the conference participants, including:</i> <ul style="list-style-type: none"> • Program Expansion and Sustainability • Inclusive Practices • Research and evaluation 		1:00 – 2:30 Strand 2: <u>Educational Coach Workshop</u> Middlesex Room Maria Paiewonsky, Institute for Community Inclusion <i>An opportunity to review the role of the educational coach in supporting student success; models for supervision; collaboration with peer mentors; and types of training needs for coaches based on best practices.</i>	
Break			2:30– 2:40
Debriefing; Next Steps Closing			2:40 – 3:00

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<p>Task Force on Students with Intellectual Disabilities. “This 2014 report presents the findings of the Task Force on Higher Education for Students with Intellectual Disabilities and Autism Spectrum Disorder (ID/ASD), convened by the House and Senate Co-Chairs of the Joint Committee on Higher Education. The report describes higher education opportunities for students with ID/ASD nationally and statewide, and includes specific findings and recommendations to increase access to inclusive higher education and ensure citizens with ID/ASD have equal opportunity to reach their potential.^{1”} Recommendations from the report may provide a useful outline of future directions for the inclusive concurrent enrollment initiative.</p>
<p>Power of Friendship Symposium. On June 18, the Department of Developmental Services and the Real Friends project at the ARC of Massachusetts sponsored this symposium. Ty Hanson, Holyoke CC, and Sheri Elander, Westfield Public Schools, reported that there was much to offer in terms of facilitating and sustaining authentic friendships within the projects. Funding for this project was recently renewed so there may be some opportunities for building some connections between this initiative and the inclusive concurrent enrollment programs.</p>
<p>Federation for Children with Special Needs. Transition Materials. The Federation is a federal and state funded non-profit organization dedicated to providing information and referral services to families of children with disabilities within the Commonwealth. The Federation provides a useful set of handouts, video seminars, and in-person training focused on the transition process.</p>
<p>Rhode Island Five-Year Plan to prevent tracking into segregated post-secondary options. Deb Hart from the Institute for Community Inclusion mentioned this landmark Department of Justice decision which enforces the importance of community-based, gainful employment for people with intellectual disabilities.</p>
<p>OSEP Guidance Letter: Transition to LRE. In response to a letter from Disability Rights Wisconsin and the Board for People with Developmental Disabilities, the U.S. Department of Education’s Office of Special Education Programs (OSEP) responded with a letter dated June 22, 2012 favoring community-based transition services</p> <ul style="list-style-type: none"> • Actual text of OSEP Guidance Letter.
<p>OSEP Guidance Letter: LEA funds for dual/concurrent enrollment (Dude letter). The U.S. Department of Education’s Office of Special Education Programs (OSEP) has indicated that courses available in post-secondary institutions such as community, technical and/or other institutions of higher education may be integrated into a student’s transitional services and supports in the IEP as part of a state’s dual enrollment program. The IEP should identify how the courses support an individual student’s transition goals in a free and appropriate environment.</p> <ul style="list-style-type: none"> • Actual text of OSEP Guidance Letter (Dude).
<p>Movie: Rethinking College. Released in the Spring of 2014 by Think College at the Institute for Community Inclusion at UMass Boston, this 25-minute film explores the growth of programs and other opportunities for postsecondary learning for students with intellectual disabilities. A number of Massachusetts projects are featured in the film.</p>

¹ [Executive Summary](#), A Task Force on Higher Education for Students with Intellectual Disability and Autism Spectrum Disorder.