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Inclusive Concurrent Enrollment Partnership

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Inclusive Concurrent Enrollment Partnership

Summary

The Inclusive Concurrent Enrollment Partnership has enrolled students with disabilities from local public high schools for the past 6 semesters, since the Fall of 2012.

These students audit courses that match their personal interests or career goals in order to experience a fully inclusive higher educational setting.

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Students have participated across the two years of program implementation.

Partners

- Massachusetts Department of Elementary and Secondary Education
- Boston Public Schools
- Braintree Public Schools

UMass Boston

- College of Education & Human Development
- Institute for Community Inclusion
- Human Resources
- Office of Career Services and Internships
- Ross Center for Disabilities

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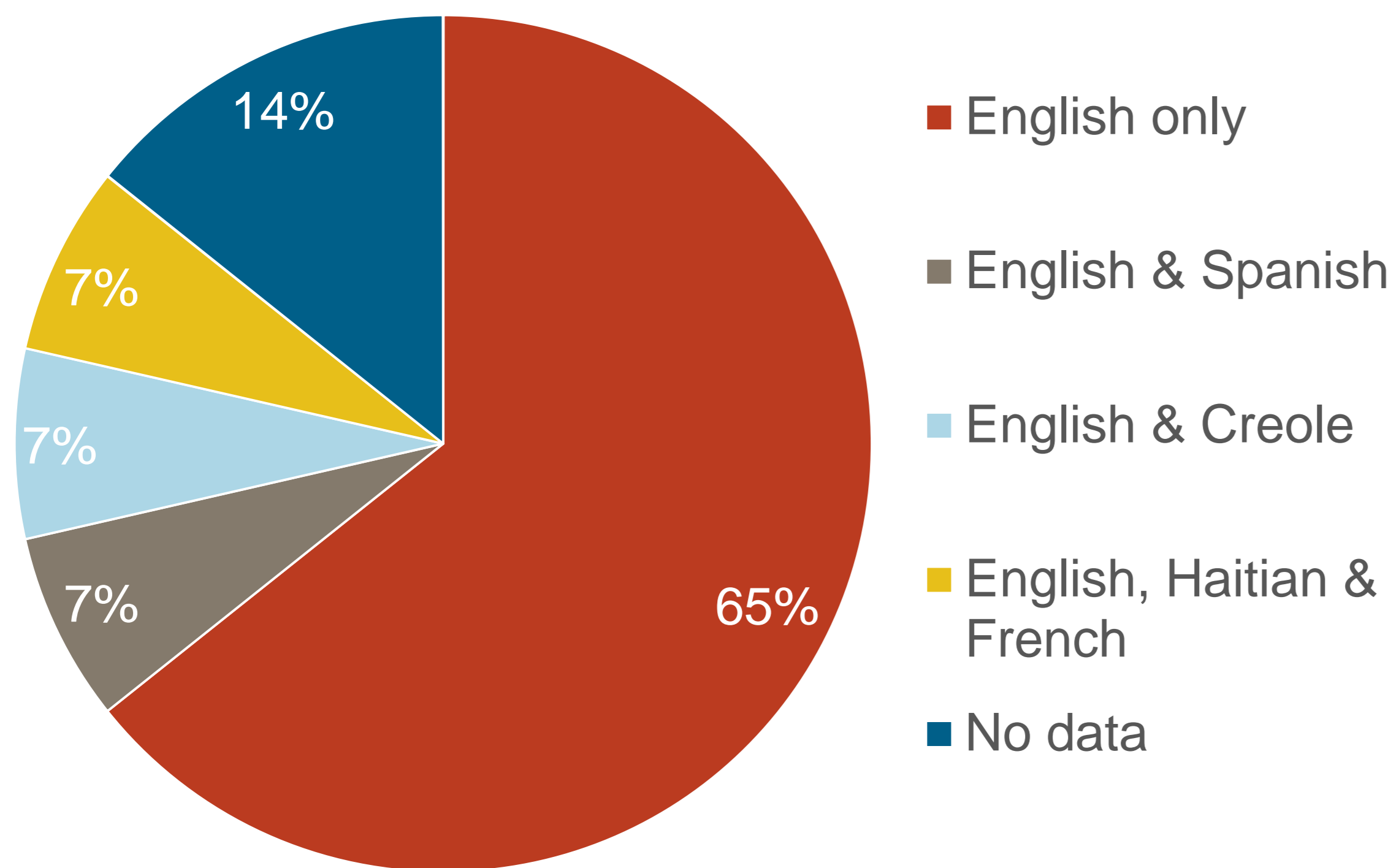
References

Contact Information

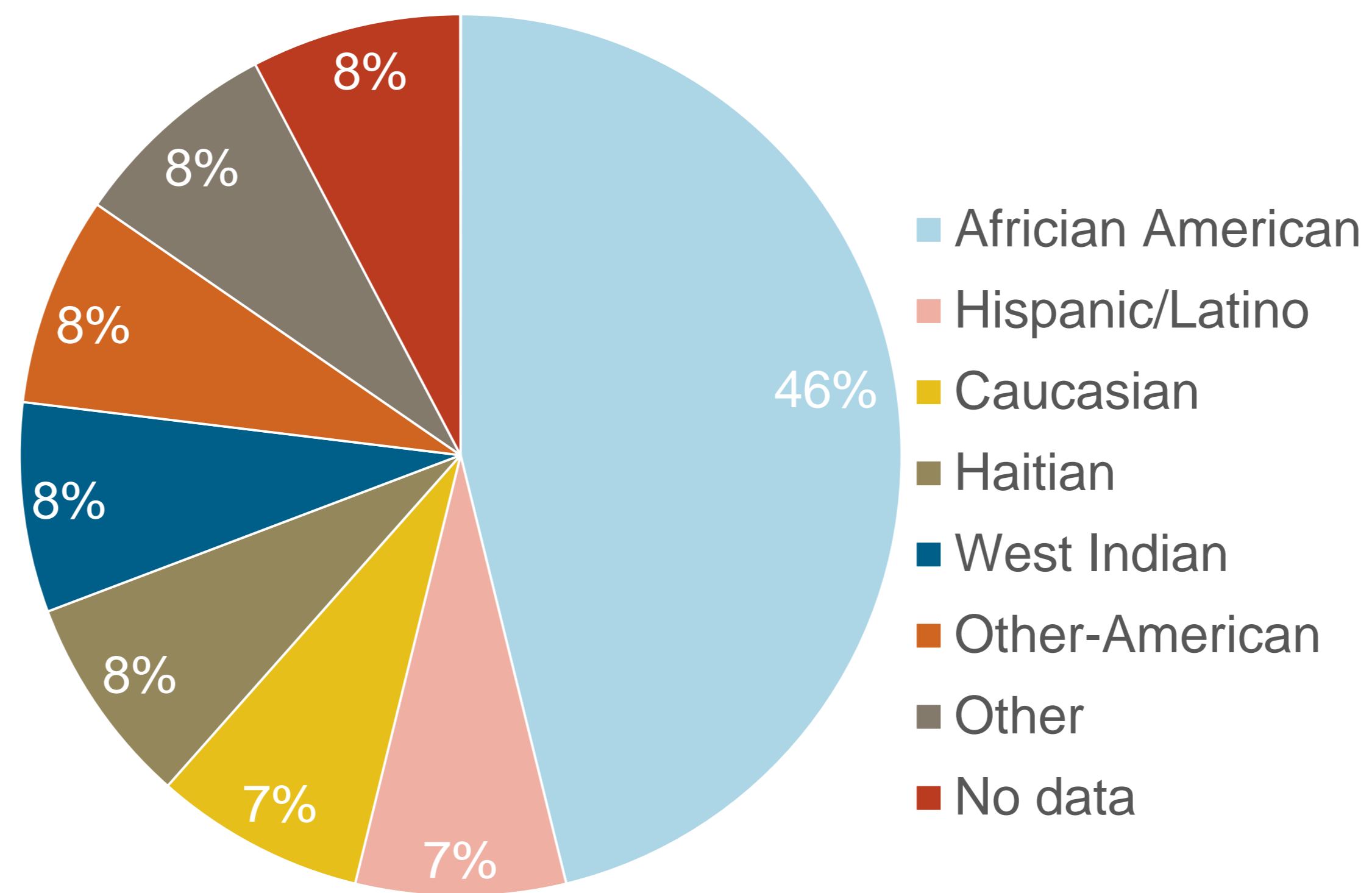
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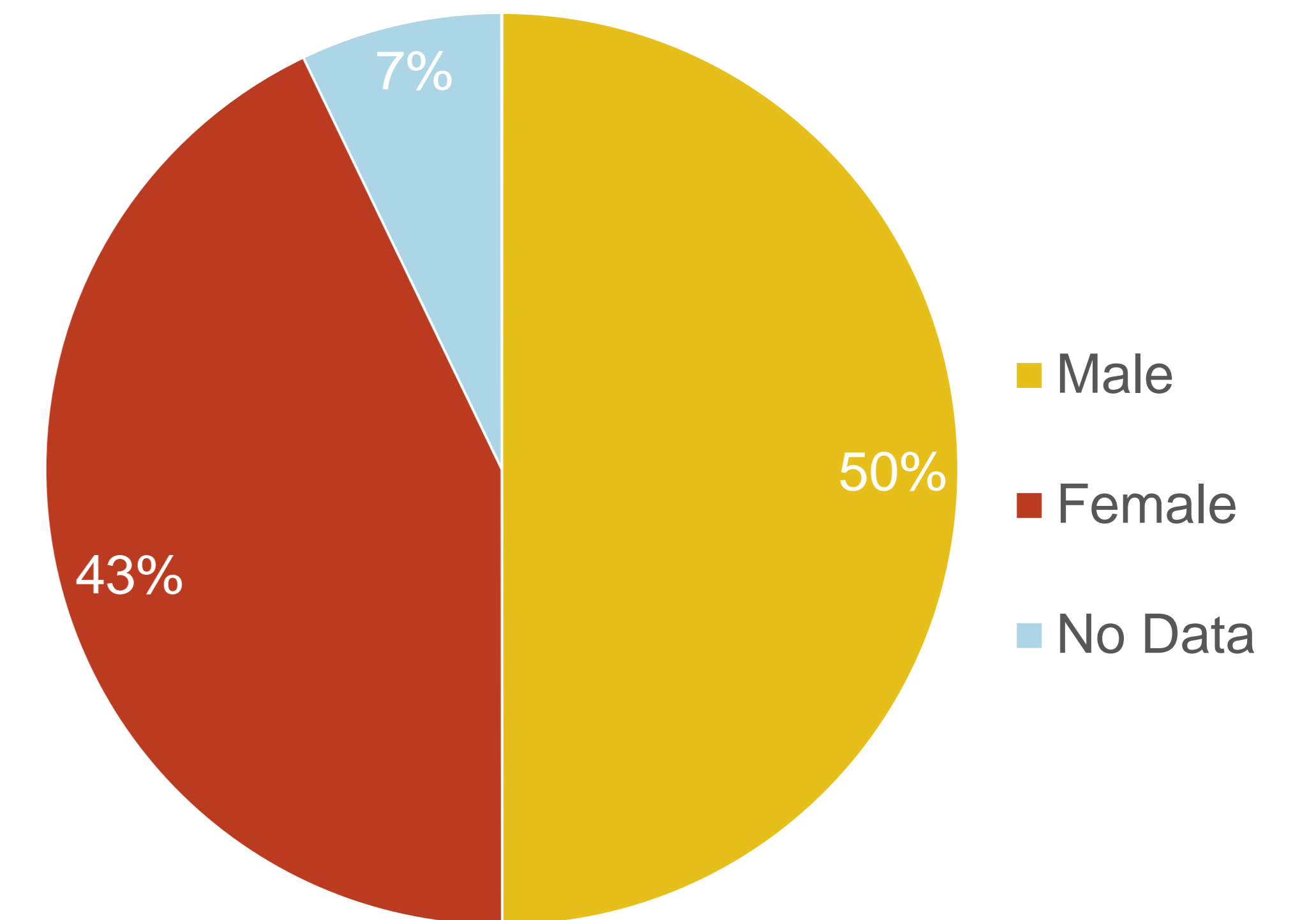
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The ICE project is informed by research conducted by the work of Wehmeyer et al. (2007) on developing self-determination in students with intellectual disabilities.

Self-determination, including such skills as self-awareness, self-advocacy, goal setting, problem solving, and decision making, is identified as a fundamental element of best practices in transition planning for youth with disabilities (Wehmeyer et al., 2007).

There is growing evidence that self-determination interventions and self-determination status at the end of high school result in more positive adult outcomes in employment and community engagement.

A mixed methods sequential explanatory design (Creswell, Plano Clark, Gutmann, & Hanson, 2003) was employed, through which qualitative analyses were conducted to expand our understanding of quantitative findings related to participants' development of self-determination.

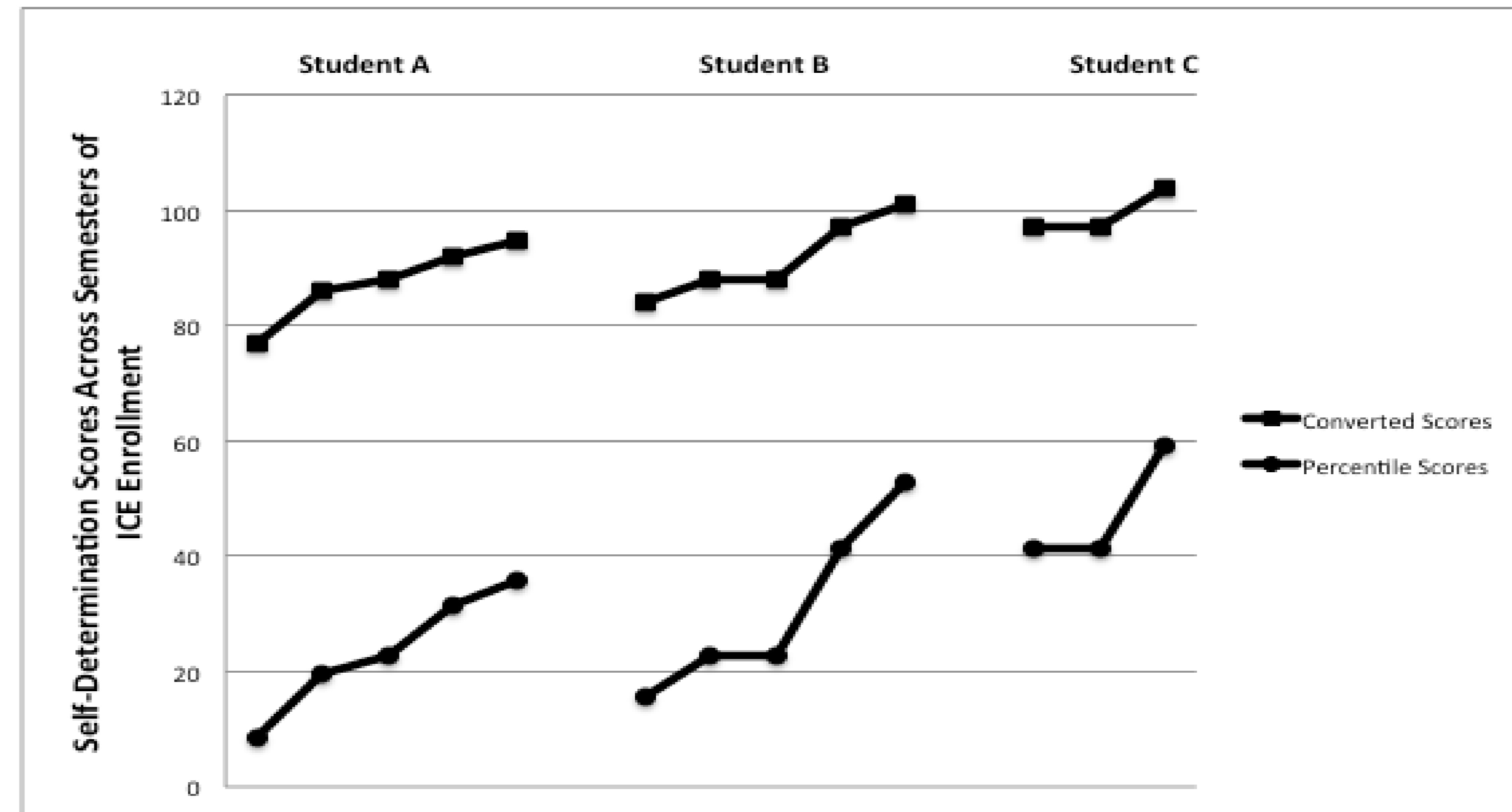


Figure 1. Figure one depicts self-determination scores assessed by The Adolescent Self-Determination Scale Short Form (Wehmeyer, 2011) for three students who participated in the ICE program for two to three semesters of enrollment. Self-determination scores increased over time for all three students.

Findings from mixed methods analyses suggested an increase in self-determination for those participants ($n = 3$) who engaged in the program for at least two semesters (one academic year).

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- Students have learned to advocate for themselves in terms of accommodations through UMB's Ross Center for Disability Services;
- Students have participated in various social events, extra curricular activities, and have used their new student IDs to access discounts at local venues;
- Students have expanded their social circles to include other students on campus;
- Students are enriching the UMB classroom with an additional type of student diversity;
- Students have spoken in legislative and conference forums about the impact of their ICE experiences;
- Students have assumed facilitative roles in ICE Partnership advisory meetings.

Using structural coding of transcribed interviews (Saldaña, 2013) allowed us to identify themes related to participants' development of self-determination, which corroborated and enhanced findings from The Adolescent Self-Determination Scale.

Growth in four areas of self-determination were identified:

Autonomy

- academic self-exploration
- increasing independence
- career self-exploration
- taking responsibility

Self-regulation

- interpersonal problem solving
- time management
- goal setting and task performance

Psychological Empowerment

- self-advocating
- increasing self-confidence
- learning from mistakes
- perseverance

Self-realization

- feelings of pride
- enjoyment
- confident in abilities

Students reported:

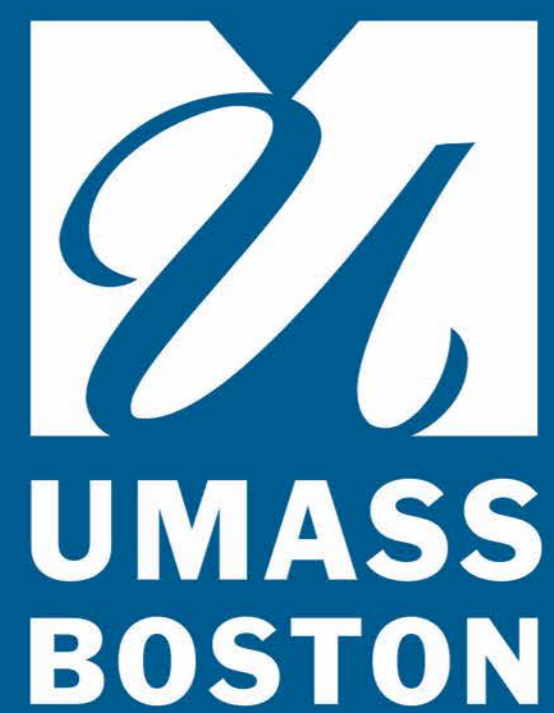
- they "agreed" (mean = 3.80 to 4.00) that they had goals for future career and education.
- they usually and always (mean = 3.40 to 3.80) set goals in these domains.
- positive responses (mean = .80 to 1.00) for aspects of self-awareness and self-efficacy, such as "I know what I do best", "I like myself", and confidence and ability to make up for limitations.
- they usually to always (mean = 3.40 to 3.60) felt confidence in their smartness, pride in themselves, and good enough to be in the IHE.

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