

# FACT SHEET

## Massachusetts Standards for Inclusive Postsecondary Education

### General State Requirements

Colleges and universities must provide inclusive postsecondary education opportunities for students with severe intellectual disability, autism, or other developmental disability who meet eligibility requirements, as outlined in the [Determining Student Eligibility for MA Inclusive Postsecondary Education Factsheet](#).

Institutions must establish short- and long-term goals to support sustainability beyond state grant funding.

Institutions are required to partner with public school districts to support students ages 18–22 through college-based transition services and may choose to partner with adult-serving agencies, including MassAbility and the Department of Developmental Services (DDS) to serve students over the age of 22.

### Inclusive Courses and Careers

Colleges and universities must ensure students receive and access the following:

- credit-bearing and/or non-credit undergraduate courses listed in the course catalog
- inclusive courses and community-based, integrated employment opportunities that align with their individual, academic, career, and life goals
- coordinated supports to participate in classes, including waiving course prerequisites, offering support to faculty and educational coaches, and ensuring access to accommodations through the disability services office
- fully inclusive work-based learning opportunities and career development activities, including on-campus internships

### Key Personnel

College and universities must ensure that specific roles are in place:

- The **program coordinator** is responsible for partnership building, service coordination, education, and training, as outlined in the [Program Coordinator Role Factsheet](#). This role includes providing education for faculty; serving as the liaison between the college or university, school districts, and agencies; and convening Partnership Leadership Team meetings.
- The **employment specialist** serves as the career and job development specialist. This role connects students' academics and personal goals to competitive, community-based employment goals, builds collaborative relationships with college and community workforce departments, and uses the Massachusetts Work-Based Learning Plan to track student progress.
- The **school or district liaison** works directly with students and families, participates in Individual Education Planning (IEP) meetings and college-school partnership discussions, and refers eligible students to apply to the college or university.
- **Education coaches** provide direct and indirect academic, social, employment, and navigation supports. Supports are intentionally faded over time to promote increased student independence.
- **Parent consultants** engage families and support navigation of postsecondary systems.
- **Peer mentors or coaches** support authentic relationships and campus inclusion.

## Partnership Leadership Team

Each college and university must maintain an active Partnership Leadership Team that oversees the partnership implementation, development, and ongoing evaluation. The team must meet at least twice per academic semester to review and adjust school, college, and agency practices to enhance inclusive practices.

What does the Partnership Leadership Team do?

- Guides student enrollment in inclusive credit and non-credit courses and work-based learning opportunities
- Establishes procedures to onboard new school district partners
- Maintains clear communication among partners, students, and families
- Supports growth in the number of students served and the quality of services

## Recruitment

College and universities are expected to collaborate across agencies to recruit eligible students and ensure growth until enrollment reflects natural proportions. Recruitment strategies may involve student-led presentations, campus tours and events, and family information sessions.

## Continuous Improvement

Colleges and universities must engage in ongoing quality improvement by participating in required state data collection and reporting systems.

Institutions must also engage in professional development provided by the Department of Higher Education (DHE), and the Massachusetts Center for Inclusive Higher Education and Transition (MACIHET) at the Institute for Community Inclusion (ICI).

Institutions are expected to participate in DHE or MACIHET site visits, statewide coordinator meetings, monthly coordinator calls, and annual and mid-year MAIPSE conferences.

Colleges and universities use the Think College Guiding Principles and Practices, Comprehensive Transition and Postsecondary (CTP) Program requirements, and accreditation assessment tools to guide partnership assessment and continuous improvement.