

FACT SHEET

Determining Student Eligibility for MA Inclusive Postsecondary Education

STATE REQUIREMENTS FOR PARTICIPATION

The Department of Higher Education administers and funds Massachusetts Inclusive Postsecondary Education (MAIPSE). The applicant must meet one of the following requirements (1, 2, or 3) to be eligible for enrollment.

1	18 or 19 years old and: A. have a severe intellectual disability, severe autism spectrum disorder, or other severe developmental disability; and B. be unable to meet high school requirements for a diploma and have had the Individualized Education Program (IEP) team determine that the student is eligible for transition services.
2	20 to 21 years old and: A. have a severe intellectual disability, severe autism spectrum disorder, or other severe developmental disability; and B. will not receive a high school diploma, may receive a certificate of completion, and be receiving transition services.
3	Over the age of 21 and: A. have a severe intellectual disability, severe autism spectrum disorder, or other severe developmental disability; and B. did not receive a high school diploma. Public institutions may also limit participation to those over age 21 who receive support from the Department of Developmental Services, Mass Abilities, or other state agencies.

ADDITIONAL PARTICIPATION CRITERIA

Consider the following questions when determining student eligibility and preparing students for successful attendance.

"Team" is used here to refer to family members (if applicable), advocates, school district representatives, and/or state agency representatives.

Student Interests & Goals

	Is the student interested in going to college?
	Would the student otherwise be able to access college without MAIPSE? <i>*Refer to the MAIPSE eligibility decision-tree on page 2.</i>
	Are the student's interests and long-term goals aligned with the college/university offerings (classes, extracurriculars, campus location)?
	Is the student interested in and/or willing to learn and participate in a college class to meet their academic goals?
	Is the student interested in and/or willing to participate in on- and off-campus employment opportunities to support their career goals?
	Is the student eager to meet personal goals to work toward independence in their community?
	Is the student willing to work with program staff and educational coaches?

Partnership Considerations

	Do the student and their team agree to the principle of students gaining independent skills in college?
	Are the student and their team willing to participate in person-centered planning?
	Do the student and their team agree to follow the college or university academic calendar to attend classes accordingly?
	Do the student and their team understand that students are enrolled as non-degree seeking students and obtaining or complimenting paid employment is the goal of this program?
	Does the team agree to support the student to participate successfully as program resources and funding availability allows?
	Have the student and their team explored transportation options? Are the student and their team in agreement that the student may use public transportation (including travel training) to get to and from college?

Campus Orientation

	Has the student attended a campus tour?
	Has the student attended an on-campus orientation?
	Has the student received support to adhere to program commitments and the Student Code of Conduct?
	Has the student received program commitment and Student Code of Conduct materials in plain language?
	Has the student received support to adhere to the course add/drop and course withdrawal policies?
	Are there any concerns (behavioral or safety) that would hinder the student from successfully practicing independence on campus?
	Are there any concerns (behavioral or safety) that would hinder the student from successfully abiding by program requirements and the Student Code of Conduct?

MAIPSE ELIGIBILITY DECISION TREE

There are many supports in place already on college campuses to support students with disabilities to succeed. There are also various enrollment pathways to allow students to take classes as “dually enrolled”, or “guests.” You might hear other terms, like “non-matriculated” or “non-degree seeking” students as well. You can use the decision tree to determine if MAIPSE is the appropriate college pathway if the student meets the MAIPSE requirements of severe intellectual disability, severe autism spectrum disorder, or other severe developmental disability, and is interested in going to college.

