

How can your organization partner with MAIPSE?

Community colleges, state universities, the University of Massachusetts system, and secondary schools and adult service providers are all partners in inclusive postsecondary education programs.

Most partnerships are funded through MAIPSE grants, but several are self-sustaining. For information about how to become an MAIPSE partner or how to transition to a self-sustaining inclusive program, contact the Massachusetts Inclusive Postsecondary Education Enrollment Office at:

Mary E. Price, MAIPSE State Director

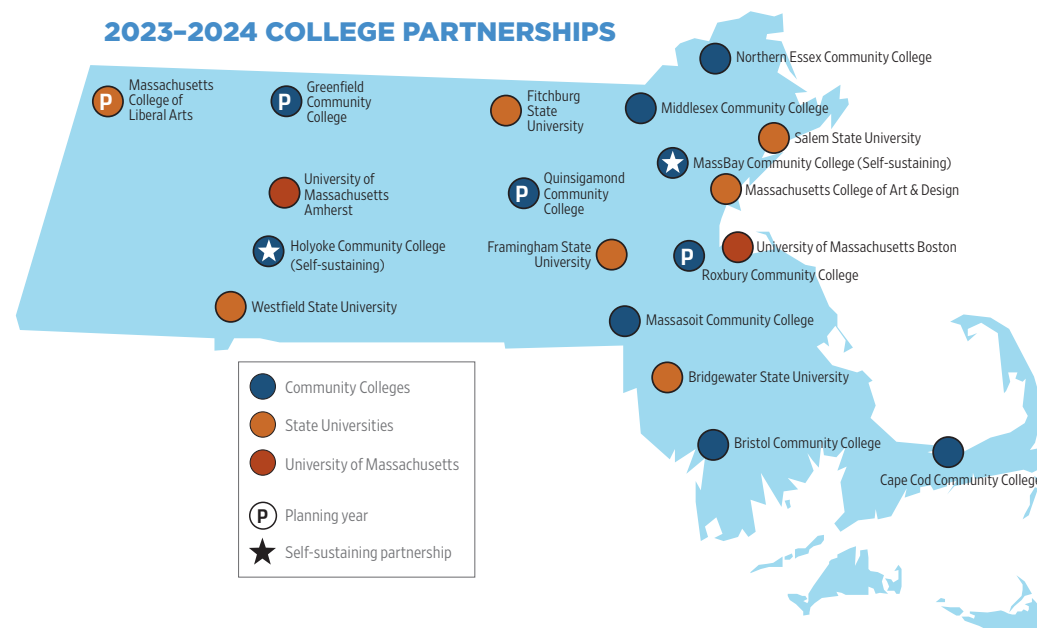
Massachusetts Inclusive Postsecondary Education (Formerly known as MAICEI) Strategic Initiatives
Massachusetts Department of Higher Education
Phone: 617-994-6905
Cell: 617-418-0496
E-mail: mprice@dhe.mass.edu



Massachusetts Inclusive Postsecondary Education

MAIPSE

2023-2024 COLLEGE PARTNERSHIPS



What is Massachusetts Inclusive Postsecondary Education (MAIPSE)?

MAIPSE provides opportunities for people with severe disabilities who are 18 and over to attend public colleges and universities in Massachusetts. All public colleges and universities in Massachusetts must have the resources available to support students with intellectual disabilities on their campuses.

MAIPSE used to be called MAICEI (the Massachusetts Inclusive Concurrent Enrollment Initiative). With MAIPSE, people with intellectual disabilities, autism, and other developmental disabilities who have exited school without a diploma or meet the criteria to include college in their transition services, can participate in college as non-matriculated students. The Department of Higher Education and the Institute for Community Inclusion's Think College provide additional consultation and support. The state MAIPSE budget makes it possible to support more public colleges and universities in Massachusetts to apply for funding.

MAIPSE Eligibility

Students with intellectual disabilities, developmental disabilities, and autism must meet the following eligibility criteria:

Students must be 18–22 years old, must not have passed Massachusetts Comprehensive Assessment System (MCAS), and must be eligible for special education services as documented through an Individualized Education Program (IEP);

Or

Students must be 20–21 years old, must have passed MCAS, and must be eligible for special education with an Individualized Education Program (IEP) because of significant functional disabilities or transition needs;

Or

Students must be over the age of 18, must have exited high school transition services, and must wish to continue learning in an inclusive college environment with their non-disabled peers.

Students eligible for adult services may have the opportunity to receive funding from adult service agencies.

MAIPSE Components

Students participating in MAIPSE are fully included in the campus community as they develop their capacities in career planning and employment, self-advocacy, and other self-determined abilities that support their postsecondary interests and activities. For example, students participate in:

- college or university courses that support their goals
- social activities on campus, including student organizations and other extracurricular activities of interest to the student
- person-centered planning
- paid work and internships
- independent living and independent travel



How do students benefit from MAIPSE?

Students with disabilities benefit academically and transition to young adulthood more readily when they can engage in the array of academic, social, career development, and individual self-development activities that are typical for all college students on a campus, rather than staying at high school.



Students participating in MAIPSE quickly establish new social networks, participate in campus-wide events, learn to use public transportation to and from campus, acquire academic knowledge and skills, and build strategies to find fulfilling work. Most important, MAIPSE students grow into more independent decision-makers who are better equipped to define their own personal and career goals and determine how to achieve them.

How do communities benefit from MAIPSE?

Not only have MAIPSE programs proven to be important learning experiences for students, but they have also supported the development of more inclusive college and university communities. They have also strengthened more person-centered policies and practices for everyone involved in the transition experience, including students, family members, and school personnel. Institutes of Higher Education also benefit from having MAIPSE on their campus. For example, colleges prepare students for how to live, work, and lead their own lives. College students with and without disabilities become comfortable, knowledgeable, and skilled in working, supporting, and socializing with each other.

Students with intellectual disabilities, developmental disabilities, and autism need to be given the chance to experience adult learning while we are still in the position of providing support and guidance. [Download the Think College Standards for inclusive higher education](#) for more information about the benefits of inclusive postsecondary education.