

Massachusetts Inclusive Concurrent Enrollment Initiative

FY23 Legislative Report

Prepared by the Department of Higher Education
Noe Ortega, Ph.D., Commissioner
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May 9, 2024



Massachusetts Inclusive Concurrent Enrollment Initiative

A Report to the Legislature

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Letter from the Commissioner

May 9, 2024

Members of the General Court:

I am pleased to submit the enclosed report.

Since the Department of Higher Education assumed responsibility for the Massachusetts Inclusive Concurrent Enrollment Initiative (MAICEI) in August 2017, it has continued to expand this network of grant-funded partnerships between schools and public colleges and universities offering inclusive concurrent enrollment programs for students with severe disabilities between the ages of 18 and 22.

We are proud of the 14 participating partnerships, serving over 300 students per year. DHE is pleased to support students with intellectual disabilities as they participate in both credit and non-credit courses in inclusive settings; develop self-determination and self-advocacy skills; improve academic, social, and functional skills; and participate in career planning, vocational skill-building activities, and community-based integrated competitive employment opportunities.

If you have any questions about the program or this report, please feel free to contact Alex Demou, at ademou@dhe.mass.edu.

Sincerely,

Noe Ortega, PhD
Commissioner, Department of Higher Education

Purpose of the Report

The Department of Higher Education is pleased to submit “Massachusetts Inclusive Concurrent Enrollment Initiative: FY23 Legislative Report” pursuant to Chapter 126 of the Acts of 2022, line item 7009-9600 (see full text in Appendix A):

For a discretionary grant program to provide funds to school districts and public institutions of higher education partnering together to offer inclusive concurrent enrollment programs for school age children with disabilities, as defined in section 1 of chapter 71B of the General Laws, who are between the ages of 18 and 22, inclusive; provided, that the grant program shall be limited to students who are considered to have severe disabilities and, in the case of students age 18 or 19, shall be limited to students with severe disabilities who have been unable to achieve the competency determination necessary to pass the Massachusetts Comprehensive Assessment System exam; provided further, that on a discretionary basis, public institutions of higher education may choose to additionally include students with severe developmental disabilities over the age of 21 through said grant program;

The purpose of this grant program is to build partnerships between high schools in public school districts and the state’s public institutions of higher education (IHEs) to develop inclusive concurrent enrollment programs for students with severe disabilities between the ages of 18 and 22. Data used for this report is compiled from the Massachusetts Inclusive Concurrent Enrollment Initiative (MAICEI) program and reports submitted by MAICEI partners.

Authority for the MAICEI Program was shifted from the Executive Office of Education (EOE) to the Department of Higher Education (DHE) in August 2017, and program expansion, outreach and public awareness, and quality assurance of existing programs have continued as important priorities under DHE’s authority. This report is intended to provide information about the growth of the initiative; its impact on participating students; and emerging opportunities and challenges which inform policy development and implementation for inclusive post-secondary opportunities within the Commonwealth.

The first cohorts of participating partnerships continue to explore and implement sustainability models that hold promise for bringing their programs to scale and developing the kinds of cross-agency collaborations that will help young people make successful transitions from the secondary public schools to the adult world of community-based employment and lifelong learning opportunities.

History of the Massachusetts Inclusive Concurrent Enrollment Initiative

Nationally, the growth of programs serving students with intellectual disabilities in colleges and universities has increased steadily; currently there are over 300 such programs across the country. Relatively few of these programs serve students who are 18-22 in a dual or concurrent enrollment environment, even fewer support students in authentically inclusive learning environments. Recognizing that many students are unable to earn their high school diplomas due to the severity of their intellectual disabilities, the Legislature passed budget language in 2007 supporting the development of a network of grant-funded partnerships between public colleges and universities and school districts to plan, implement, and sustain authentically inclusive academic, social, and career development experiences on college campuses. At age 18, many of these students had remaining academic, social, and career development transition goals that were to be addressed through students’ individualized education programs (IEPs). The intent of the Massachusetts Inclusive Concurrent Enrollment Initiative was to address these outstanding goals by providing access and supports to success in academic, social, and career development

experiences for eligible students with intellectual disabilities alongside in inclusive settings the Commonwealth's public two- and four-year colleges and universities.

Because of the growth of the 18-22 age student population with cognitive disabilities with significant needs and the requirement to support their transitions to adult services, many school districts have been challenged by the need to develop inclusive transitional experiences at school sites. An additional challenge was developing such experiences in inclusive settings. By the time they reach 18-22, the majority of students have completed their high school experiences and moved onto college, work, and other experiences in the adult world. Often, 18-22-year-old students who continued in high school settings where they received transitional supports and services were left isolated from their peers, most of whom had moved on to college or jobs.

Currently, 14 MAICEI programs are providing fully inclusive services and supports to 202 18 to 22-year-old Massachusetts students whose intellectual disabilities have either fully compromised their ability to complete the statewide competency exam (MCAS) or impeded completion significantly. Since 2007, over 2,500 students have had the opportunity to take part both academically and socially, and since 2016 when the first residence life program was established, more than 30 students have experienced living on a college campus in the residence halls in inclusive settings. Students also:

- discern their own preferences, interests, needs, and strengths through Person-Centered Planning;
- become advocates for their own choices and decisions around academic, social, and work activities;
- acquire career and life skills by taking inclusive college credit and non-credit bearing courses that relate to their career goals and other areas of interest;
- access student support services, as other college students would;
- participate in campus life;
- experience living on campus in the residence halls; and
- experience integrated competitive employment opportunities.

As mentioned previously, in 2017 responsibility for administering the initiative was transferred from EOE to DHE. Based on legislative budget language (see Appendix A), “the department of higher education shall develop guidelines to ensure that the grant program promotes civic engagement and mentoring of faculty in public institutions of higher education and supports college success, work success, participation in student life of the college community and provision of a free appropriate public education in the least restrictive environment; provided further, that the department of higher education shall develop strategies and procedures to help sustain and replicate the existing inclusive concurrent enrollment programs initiated through the grant program including:

1. providing funds to retain employment specialists;
2. assisting students in meeting integrated competitive employment and other transition-related goals;
3. adopting procedures and funding mechanisms to ensure that new partnerships of public institutions of higher education and school districts providing inclusive concurrent enrollment programs fully utilize the models and expertise developed in existing partnerships;
4. conducting evaluations and research to further identify student outcomes and best practices, and;
5. developing a mechanism to encourage existing and new partnerships to expand the capacity to respond to individual parents that request an opportunity for their children to participate in the inclusive concurrent enrollment initiative.”
6. Consulting with MAICEI campuses on how to support students with intellectual disabilities over the age of 22.

Through its MAICEI State Director, DHE:

- administers the development and awarding of three types of grants supporting program development, quality assurance and accountability, and sustainability:
 - one-year planning grants for both residence life and non-residence life opportunities of up to \$70,000 per grant;
 - five-year non-residence life implementation grants of up to \$175,000 per grant; and
 - grants designed to support the design and implementation of residence¹ life experiences for program participants;
- coordinates the state advisory committee;
- develops new partnerships;
- assists existing partnerships to create self-sustaining models;
- oversees the development of videos and informational materials;
- designs system-wide evaluation strategies; and,
- designs professional development activities based on practitioner-based research as well as studies conducted through UMass Boston’s Institute for Community Inclusion, an established national leader of the “Think College” movement, a consortium of two and four-year colleges offering post-secondary learning opportunities for students with intellectual disabilities. Over the past two years, the State Director has been working with

¹ The first residential life implementation grant was awarded to Bridgewater State University for Academic Year 2016-2017. The second residential life implementation grant was awarded to Salem State University for Academic Year 2022 – 2023.

the Institute of Community Health to further provide deeper data needed as the programs grow.

Participating Institutions

For academic year 21 - 22, there were seven community college campuses with MAICEI programs, five state universities, and two UMass campuses. During FY16, Bridgewater State University was awarded a first-phase implementation grant to organize and create the administrative and training infrastructure to support residence life opportunities on that campus starting in Fall 2016. Five students were served through their residence life program for the 2017-2018 academic year, eight students were served for the 2018-2019 academic year, nine students were served for the 2019-2020 academic year, and ten during the 2021 – 2022 academic year. Salem State University was awarded funding for a residence life program and during the 2021 – 2022 academic year, 4 students were living on campus.

Campuses:

Bridgewater State University

Bristol Community College

Bunker Hill Community College

Cape Cod Community College

Framingham State University

Holyoke Community College

Massachusetts College of Art & Design

Massasoit Community College

Mass Bay Community College

Middlesex Community College

Northern Essex Community College

Salem State University

Westfield State University

UMass Amherst

UMass Boston

**(Highlighted in red and bolded indicates sustainability and explained in next section of report.)

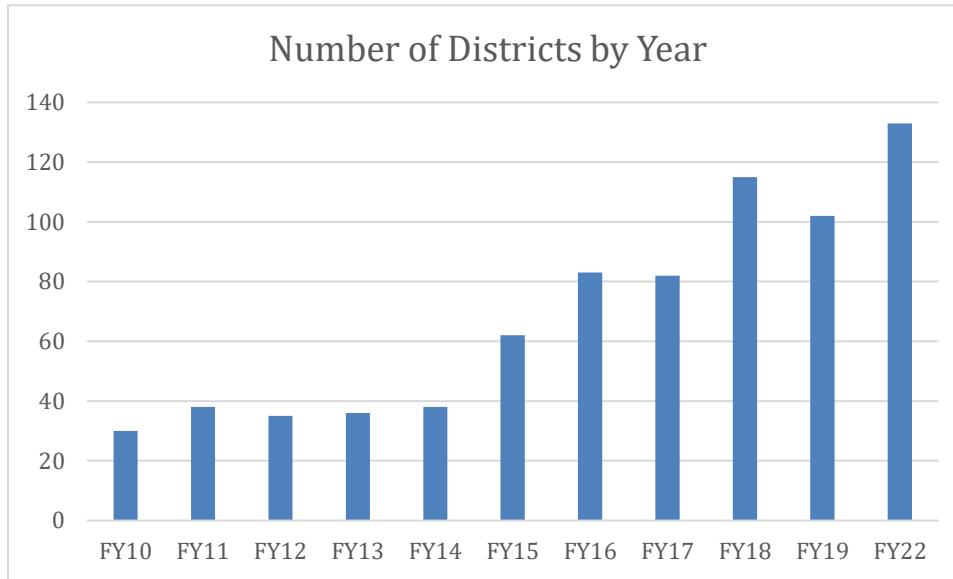
Sustainability.

Most partnerships are funded through Initiative grants; two have completed the grant-supported planning and implementation cycle, are no longer receiving Initiative funding, and continue to partner with school districts to offer inclusive concurrent programming on their campuses. Grant-funded participants receive most of their operating funds directly through MAICEI; all campuses participate in a planning year before they begin accepting students into their programs. Bridgewater State University, Holyoke Community College and Mass Bay Community College have continued program offerings after the end of grant funding from the Initiative.

As part of the grant application procedure, campuses applying for funding are required to include proposals for studying, developing, and implementing plans for transitioning to self-sustaining status. The goal of sustainability of MAICEI programs has been and continues to be a driving force behind campus program innovations. Eleven campuses currently charge districts for student participation and two campuses are approaching self-sustaining status.

Participating School Districts

The number of partners a college campus program may have been generally decided in the initial grant-making phase. Campuses are required to identify at least two school districts that have both a need for MAICEI services and students who could take advantage of the program. As MAICEI programs are heavily dependent on collaboration between campus and school district partners, a strong partnership between both institutions is needed to ensure that each campus program serves its students as effectively as possible.



School district participation has increased significantly as the successes of MAICEI become more widely recognized; the program has seen growth from 29 active districts participating in FY10 to 104 in FY19.

Classes & Pedagogy

Student participants in MAICEI take a wide variety of classes in different fields and disciplines. In Fall 2021 alone, MAICEI students took 129 discrete classes ranging in topics from Introduction to Forensic Science to Computer Science Principles. Most popular are visual and performing arts classes, which accounted for nearly 35% of all classes taken.

Although all types of pedagogical styles are represented in class selection, students most frequently selected courses featuring small group learning environments (e.g., Introduction to Business, Critical Thinking, and Human Growth & Development) and applied learning classes (e.g., Wellness Programming, Design Fundamentals, and Human Biology) which link academic work closely to practice.

Credit & Audit

MAICEI students have the option of taking any class for credit or on an audit basis. Variability across campuses is common; some campuses have more students taking classes for credit than others. However, because all MAICEI students are eligible for student services offered to all students at participating colleges and universities, many MAICEI program students use in-class learning resources (peer tutoring, writing/math center supports, etc.) regardless of whether they are taking a class for credit or on an audit basis. Approximately 76% of classes taken by

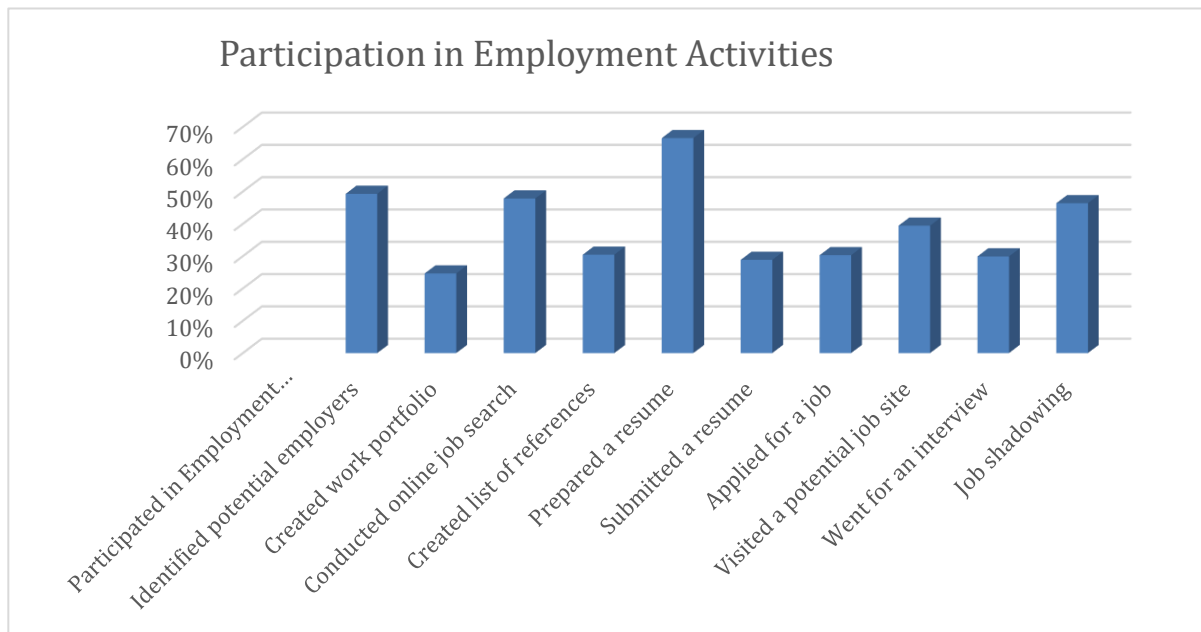
MAICEI students are taken on an audit basis, with the other 24% taken for credit. 21% of MAICEI students' courses involved a practical experience outside the classroom.

Student Employment Outcomes

Securing and retaining long-term employment is a stated goal of many MAICEI students and career development is a key objective of the program. This goal shapes much of the person-centered planning process, including course selection, credit/audit choices, and supplemental soft-skills training. Educational coaches, typically hired by the school district partners in each program, are vital to the process of aligning program and campus resources with student needs. Equally important are the career development resources which the college and university provides.

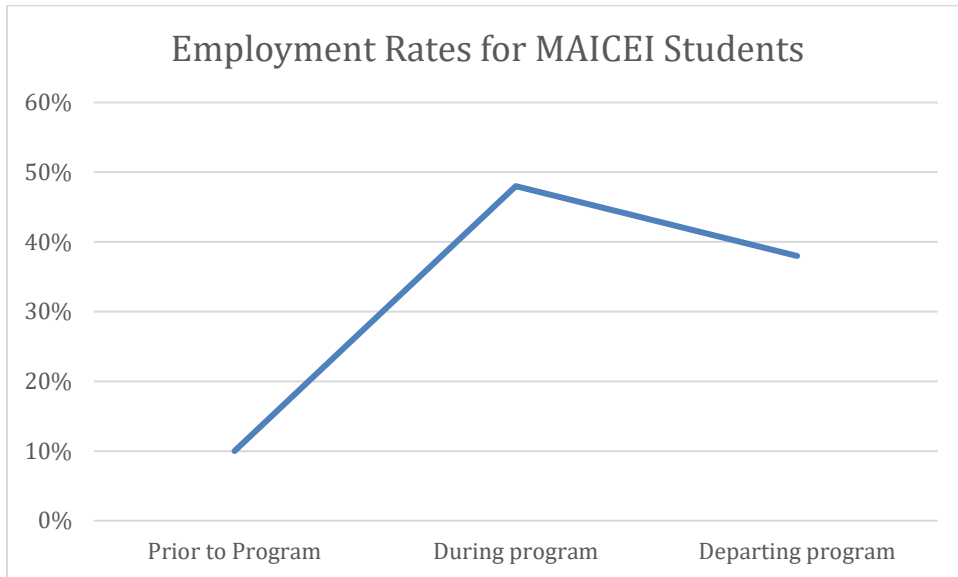
Capturing post-program employment data is a goal of the initiative's new evaluation system; student follow-up and an analysis of emerging post-enrollment employment data will be crucial to evaluating program impact.

Additionally, MAICEI's new data tracking system has allowed the program to understand rates of participation in employment participation activities, such as creating a work portfolio, job shadowing and more. The chart below highlights participation rates in various employment-related activities during the Spring 2022 semester.



In addition to tracking participation in these activities by program participants across campuses, MAICEI's new data tracking system has also strengthened the program's ability to track employment participation before, during and after participation. 10% of MAICEI participants were employed prior to entering the MAICEI program, compared to a 48% rate of participation in community competitive employment while engaged in the program. Data shows 38% of MAICEI students in their last semester of participation had employment lined up immediately after leaving the MAICEI program. As such, participation in MAICEI was associated with higher rates of

employment for students both during and after the program. A goal of the program moving forward is to increase the employment rate for departing students to the level for students during MAICEI.



Residence Life

A new and promising development in the MAICEI program is the expansion of Residence Life programming. The first Residence Life planning grant was awarded to Bridgewater State University for Fiscal Year 2016 when the program supported two students living full-time in a BSU Residence Hall for the 2016-2017 school year. With the introduction of the BSU Residence Life Program, Massachusetts has become the first state to offer residence life opportunities to students receiving transitional special education services through their local school districts while attending a public university.

Systems-Change Outcomes

DHEs' role in supporting the Massachusetts Inclusive Concurrent Enrollment Initiative has centered on:

1. **Public Awareness** through community outreach, public presentations, and media development.
2. **Program Administration** through grant administration and budget oversight for the state appropriated funds.
3. **Technical Assistance and Professional Development** for funded partnerships; and,
4. **Research and Evaluation** supporting work to identify student and program level outcomes which reflect national standards for inclusive post-secondary programs for students with intellectual disabilities.

Public Awareness Results

- Public presentations at international, national, state, regional, and community meetings, conferences, and televised interviews.
- Transition of MAICEI website from Executive Office of Education site to Department of Higher Education site, including three marketing videos.
- One-on-one in-person, electronic, and telephone consultation and technical assistance with interested school district personnel; college/university personnel; family members; and adult service organizations.
- Regular information updates to statewide database of policymakers, providers, legislators, school and higher education personnel, family members, service providers, and community members.
- Formation and meeting facilitation of statewide advisors' group, comprising representatives from participating schools, colleges, funded programs, self-sustaining programs; advocacy groups; technical assistance experts in post-secondary inclusive programs; state legislators; family members; former students; and, representatives of state agencies, including Department of Elementary and Secondary Education and the Department of Developmental Services. The advisors group meets six times per fiscal year.

Program Administration Results

- Issuance of Requests for Proposals (RFPs) that more closely align with national quality indicators for inclusive post-secondary programs.
- Issuance of Request for Proposal (RFP) for a residence-life program which will include students eligible for MAICEI in dormitory life as well as related supports to facilitate the development of essential adult living skills best acquired in community environments inclusive of all students.
- Availability of technical assistance documents related to submission of proposals in response to RFPs posted on the Initiative website.
- Standardized, revised grant review rubrics, more closely aligned with quality indicators for inclusive post-secondary programs; and,
- Development of DHE-based grants management system that offers quicker turnaround of funding-level status throughout the grant year, thereby ensuring more efficient and complete use of grant funds to benefit students.

- Issuance of funding for Quality Enhancement Projects in FY18 and FY19 to support initiatives by campuses to enhance the experience for existing students recruit new students and districts.

Technical Assistance and Professional Development Results

- Convened the MAICEI Outcomes Work Group which has facilitated collaboration among coordinators to share best practices and strengthen consistency and quality of program outcome tracking across campuses.
- Conducted site visits to each campus, each semester to assure ongoing connection between the DHE and grantees.
- Moderated an online professional development forum for coordinators of all MAICEI programs allowing coordinators to post discussions and queries as well as sharing resources; and,
- Organization of monthly coordinators’ meetings and two annual in-person conferences to assure stronger group coherence, communication, and quality assurance across grantees.

Program Staffing

Each of the MAICEI grant-funded programs follows roughly the same staffing structure, including a program coordinator, half-time employment specialist, and supplemental support, if needed, for education coaches. The primary costs of educational coaches are paid for by school districts.

Educational coaches are crucial to the success of the program and its students. They have the most day-to-day contact with MAICEI students and, as such, carry a wide range of responsibilities, including implementing IEP goals and recommendations, and aligning student goals with available campus resources.

Several campuses have instituted innovative peer mentoring and coaching strategies in addition to and in concert with educational coaches. These strategies are designed to augment their already successful programs. MAICEI campuses continually provide training and technical assistance to all staff who support the students.

Campus administrators, parents, and students have provided positive feedback on these evolving strategies. MAICEI continues to explore new ways to bring these strategies—and their creative motivations—to other campuses and believes they represent promising opportunities to expand program utility while acknowledging financial constraints on program development.

Spending by Category		
	Average Percent of Total Grant	Average Funding Level
Coordinator	27%	\$27,218.29
Other Campus Staff (including coaches)	23%	\$23,157.85
Student/Course Fees	17%	\$16,636.86
Fringe	14%	\$13,963.89
Consultants	6%	\$6,302.71
Indirect	8%	\$7,910.55

Student Transportation	0%	\$528.57
Supplies/Materials	4%	\$3,660.14
Travel	1%	\$603.07

One-half of grant funds covers salaries for program coordinators, coaches, and support staff. Some coordinators work full-time, while some coordinators whose programs do not run in the summer work .8FTE. Coordinators are responsible for day-to-day operations of the programs, including convening the Project Leadership Team, facilitating Person Centered Planning for students, consulting with educational coaches and high school liaisons, and meeting with participating and interested students and families. Additionally, 17% of grant funding was spent on student/course fees.

Appendix A: FY2023 Budget Language

Chapter 126 of the Acts of 2023 line item 7066-9600

For a discretionary grant program to provide funds to school districts and public institutions of higher education partnering together to offer inclusive concurrent enrollment programs for school age children with disabilities, as defined in section 1 of chapter 71B of the General Laws, who are between the ages of 18 and 22, inclusive; provided, that the grant program shall be limited to students who are considered to have severe disabilities and, in the case of students age 18 or 19, shall be limited to students with severe disabilities who have been unable to achieve the competency determination necessary to pass the Massachusetts Comprehensive Assessment System exam; provided further, that on a discretionary basis, public institutions of higher education may choose to additionally include students with severe developmental disabilities over the age of 21 through said grant program; provided further, that such students with disabilities shall be offered enrollment in credit and noncredit courses that include students without disabilities, including enrollment in noncredit and credit-bearing courses in audit status for students who may not meet course prerequisites and requirements; provided further, that the partnering school districts shall provide supports, services and accommodations necessary to facilitate a student's enrollment; provided further, that the department of higher education shall develop guidelines to ensure that the grant program promotes civic engagement and mentoring of faculty in public institutions of higher education and supports college success, work success, participation in student life of the college community and provision of a free appropriate public education in the least restrictive environment; provided further, that the department shall develop strategies and procedures to help sustain and replicate the existing inclusive concurrent enrollment programs initiated through the grant program including, but not limited to: (i) providing funds to retain employment specialists; (ii) assisting students in meeting integrated competitive employment and other transition-related goals; (iii) adopting procedures and funding mechanisms to ensure that new partnerships of public institutions of higher education and school districts providing inclusive concurrent enrollment programs fully utilize the models and expertise developed in existing partnerships; and (iv) conducting evaluations and research to further identify student outcomes and best practices; provided further, that the department shall develop a mechanism to encourage existing and new partnerships to expand the capacity to respond to individual parents and schools in underserved areas that request an opportunity for their children to participate in the inclusive concurrent enrollment initiative; provided further, that tuition for courses shall be waived by the

state institutions of higher education for students enrolled through this grant program; provided further, that the department shall maintain the position of inclusive concurrent enrollment coordinator who shall be responsible for administering the grant program, coordinating the advisory committee, developing new partnerships, assisting existing partnerships in creating self-sustaining models and overseeing the development of videos and informational materials as well as evaluation and research through the institute for community inclusion to assist new colleges and school districts; provided further, that not later than July 15, 2022, the department shall select grant recipients and shall distribute a request for grant proposals subject to future appropriation not later than May 31, 2023; provided further, that not later than January 31, 2023, the department of higher education, in consultation with the department of elementary and secondary education, shall report on student outcomes in programs funded under this item to the house and senate committees on ways and means, the joint committee on education and the joint committee on higher education; provided further, that for this item, appropriated funds may be expended for programs or activities during the summer months; and provided further, that not less than \$1,500,000 shall be transferred to the Massachusetts Inclusive Concurrent Enrollment Initiative Trust Fund established in section 2VVVVV of chapter 29 of the General Laws..... \$4,000,000

Appendix B: District Partners for Academic Year 2021- 2022

Agawam- *Holyoke Community College*
Amherst-Pelham Regional- *UMass Amherst, Westfield State University*
Andover- *Northern Essex Community College*
Arlington – *Middlesex Community College*
Assabet Valley Collaborative- *Framingham State University*
Attleboro- *Bridgewater State University*
Barnstable- *Cape Cod Community College*
Bedford- *Middlesex Community College*
Belchertown- *Holyoke Community College*
Bourne- *Cape Cod Community College*
Boston- *Mass College of Art & Design, UMass Boston*
Boston Collegiate- *UMass Boston*
Braintree- *Massasoit Community College, UMass Boston*
Bridgewater-Raynham Regional- *Bridgewater State University*
Brockton- *Bridgewater State University, Massasoit Community College*
Brookline- *MassBay Community College, UMass Boston*
Cambridge- *MassBay Community College*
Cape Cod Collaborative- *Cape Cod Community College*
Carver- *Cape Cod Community College*
Chelsea- *Bunker Hill Community College*
Chicopee- *Westfield State University*
Danvers – *Salem State University*
Dennis-Yarmouth- *Cape Cod Community College*
Duxbury- *Bridgewater State University*
East Longmeadow- *Holyoke Community College*
Easton- *Bridgewater State University*
Fall River- *Bristol Community College*
Franklin- *Massasoit Community College, Bridgewater State University*
Freetown-Lakeville Regional- *Bridgewater State University*
Frontier Regional- *UMass Amherst*
Gateway Regional- *Westfield State University*
Georgetown – *Northern Essex Community College*
Gloucester – *Salem State University*
Grafton Public Schools – *Framingham State University*
Hadley Public Schools – *UMASS Amherst*
Hampden Charter School for Science- *Westfield State University*
Hampden Wilbraham- *Westfield State University, Holyoke Community College*
Hampshire Regional- *Holyoke Community College*
Hanover- *Bridgewater State University*
Haverhill – *Northern Essex Community College*
Holliston- *Framingham State University*
Holyoke- *UMass Amherst, Holyoke Community College*
Hopkins Academy- *UMass Amherst*
Hopkinton- *Framingham State University*
Ipswich- *Salem State University*
KIPP Academy Lynn- *Salem State University*
LABBB Collaborative- *Middlesex Community College*
Lawrence- *Northern Essex Community College*
Lee- *Westfield State University*
Longmeadow- *Westfield State University*
Ludlow- *Westfield State University*
Lynnfield- *Salem State University*
Manchester-Essex Regional- *Salem State University*
Marlborough- *Framingham State University*
Mansfield – *Bridgewater State University*
Marshfield- *Bridgewater State University*
Mashpee- *Cape Cod Community College*
Medfield Public Schools – *Framingham State University*
Medway Public Schools – *Framingham State University*
Melrose – *Salem Stater University*

Methuen- *Northern Essex Community College*
Millis Public Schools – *Framingham State University*
Monomoy- *Cape Cod Community College*
Monson – *Westfield State University*
Nantucket- *Cape Cod Community College*
Natick- *Framingham State University*
Needham- *MassBay Community College*
Newburyport- *Northern Essex Community College*
Newton- *MassBay Community College*
Northampton- *UMass Amherst*
North Andover- *Northern Essex Community College*
North Attleboro- *Bridgewater State University, Bristol Community College*
Northborough/Southborough- *Framingham State University*
North Shore Education Consortium- *Salem State University*
Norton- *Bridgewater State University*
Old Rochester Regional- *Bristol Community College*
Pembroke- *Bridgewater State University, Massasoit Community College*
Pilgrim Area Collaborative- *Bridgewater State University*
Plymouth- *Cape Cod Community College*
Quincy – *Massasoit Community College*

Rockport- *Salem State University*
SEEM Collaborative- *Salem State University*
Sharon – *Bridgewater State University*
Silver Lake Regional- *Bridgewater State University*
Somerset-Berkley Regional- *Bridgewater State University, Bristol Community College*
Somerville- *Bunker Hill Community College*
South Hadley- *Holyoke Community College, UMass Amherst*
Southwick/Tolland Regional- *UMass Amherst, Westfield State University*
Springfield- *Westfield State University*
Swampscott- *Salem State University*
Swansea- *Bristol Community College*
Triton Regional – *Salem State University, Northern Essex Community College*
Ware- *Holyoke Community College*
Wayland- *Framingham State University, MassBay Community College*
Wellesley – *Framingham State University*
Westborough- *Framingham State University*
Westfield- *Westfield State University, Holyoke Community College*
West Springfield- *Westfield State University, Holyoke Community College*
Weymouth- *Bridgewater State University*
Winchester – *Salem State University*
Westport – *Bristol Community College*

Appendix C: Advisory Board Membership

Phoebe Bustamante

Mass Bay Community College

Kathleen Meagher

High School Contact, Shore Educational Collaborative

Christine Lenahan

Coordinator, Inclusive Scholars
Salem State University

Zachary Chipman

EXCEL Employment Specialist
Bridgewater State University

Representative Sean Garballey

Vice-Chair, Joint Committee on Higher Education

Greg Tobey

Educational Specialist, Department of Elementary and Secondary Education

Debra Hart

Educational Coordinator, Institute for Community Inclusion, UMass Boston

Victor Hernandez

Deputy Assistant Commissioner,
Department of Developmental Services

Julia Landau

Senior Project Director, Disability Education Justice Initiative, Massachusetts Advocates for Children

Nancy Mader

Director of Transition Projects, Federation for Children

Dianne Lescinskas

Manager of Program Development, Autism Commission

Rebecca Davis

Federation of Children with Special Needs

Maximo Pimental

MAICEI Alumnus

Mary Price

Director, MA Inclusive Concurrent Enrollment Initiative
Department of Higher Education

Jennifer Stewart

Statewide Transition Director,
Massachusetts Rehabilitation Commission

Charlotte "Dee" Spinkston

Adjunct Professor, Endicott College

Christopher Grimaldi

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Department of Higher Education

Margaret Van Gelder

Statewide Director of Family Support,
Department of Developmental Services

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Westfield State University