

SUBJECT: Academic Affairs and Student Success Committee Meeting Report for March 20, 2024

The Academic Affairs and Student Success Committee of the Board of Trustees met remotely via Zoom on Wednesday, March 20, 2024, pursuant to Governor Baker’s executive order of March 10, 2020, entitled “Order suspending certain provisions of the open meeting law, G.L., ch. 30A, section 20,” to allow public remote participation and participation of the public body remotely and extended by Governor Healey on March 29, 2023.

Present for the Committee were Trustees, Immerman, Lampassi (chair), Maldonado, Morales, and Wellman; President Keenan (ex-officio); Provost Silva; Deans Cambone, Harris, Ansari; Chair Silveira; Associate Vice President Galinski; Director Jewell; and Executive Assistant Putzig.

Chair Lampassi called the meeting to order at 3:18 pm. The following items were discussed:

FAFSA Challenges: AVP Galinski and Director Jewell shared a presentation regarding the FAFSA challenges that not only Salem State, but the entire nation is facing. The goal of FAFSA changes was to expand eligibility for students, especially Pell Grants and simplify the form and streamline user experience. A few concerns of the FAFSA challenges are the impacts on our first generation and low-income students, and delays in information being sent to schools, leading to financial aid packages not being released on time. A proactive approach has been set in place including pushing the deposit date to June 1, open communication with students and families, and working with a consultant to assist with set up and packaging. (See attachments 1-6)

The new Office of Community Initiatives of the McKeown School of Education: Provost Silva, Deans Cambone, and Harris started the conversation with a presentation. Massachusetts students are diversifying faster than the teacher workforce and the North Shore region makes up about 25% of the Commonwealth emergency licensed teachers. This shows there is a much-needed investment at a time of high need and low/short term support. The Institute for Advancing Education and The Educator Workforce aims to influence more equitable education practices and outcomes, provide professional learning and development opportunities, and increase diversity in the education pipeline. Highlights, accomplishments, and goals for the new office were also discussed. (See attachments 7-24)

The New Center for Interprofessional Education and Collaboration of the Maguire Meservey College of Health and Human Services: Provost Silva, Dean Ansari, and Chair Silveria started the conversation with a presentation. Advantages of a center for interprofessional education and collaboration include increased mutual respect and trust; effective communication; decreased medical mistakes, etcetera. The new center will allow SSU students to have access to integrated interprofessional education and practice opportunities so they will be competitive and ready to hit the ground running after graduation. Over time the center has expanded community partners and strengthened learning outcomes. (See attachment 25-31)

Committee Q&A

Provost Silva, AVP Galinski, Director Jewell, Deans Cambone, Harris, Ansari, and Chair Silveira answered questions from committee members.

There being no further business to come before the committee and upon a motion made duly by Trustee Immerman and seconded by Trustee Morales it was unanimously:

VOTED: To adjourn the meeting at 4:09 pm.

**Voting in the affirmative: Immerman, Maldonado, Morales, Lampassi (Chair),
Wellman**

Voting against: None

Prepared by: A. Putzig, Executive Assistant, Student Success

Attachment 1:



FAFSA Simplification New in 2024/25

Goal

- Expand eligibility, especially Pell Grants (neediest students)
- Simplify the form and streamline the user experience

Attachment 2:



Free Application for Federal Student Aid

- Used by national, state and local government agencies to **award** federal and nonfederal aid (loans, grants, scholarships and federal work-study)
- Salem State uses the information from the FAFSA to award **institutional aid** (based on merit and need).
- **SAI** - The student aid index (formerly EFC) is generated from a formula the Department of Education uses through the FAFSA to determine **eligibility** for federal aid, Salem State also uses this for financial aid packaging.
- **ISIR** is a summary of information submitted on the FAFSA and provides the SAI.



Attachment 3:

Challenges

We aren't alone – it's a nationwide issue

- Significant **delay** in the launch followed by an array of issues with the form.
- **Federal Tax Information (FTI)** Regulation – new this year, requires protection of the IRS tax data, update to our systems and locking down data that was previously used for research.
- Parents without a **social security number** can't complete Previously entered 0s.
- **Removal** of the housing and Federal Work Study questions leaves us guessing about status and budget.
- Institutions don't have the information needed to create **financial aid packages** - SSU students are yet to be packaged – data started trickling in last week.
- New students don't know what it will **cost to attend** Salem State.
- **First generation and low-income** students will be impacted the most.



Attachment 4:

2024 Rollout and Timeline – **Very Challenging**

TYPICALLY...

- October 1, FAFSA Launches
- Institutions received ISIRS within days of FAFSA submissions
- Financial Aid Award letters were sent to students starting in early December
- Beginning in December, students are counseled on cost and payment options
- Accepted Students Day Event in April is an important yield event where aid/costs are reviewed with students

THIS YEAR...

- December 31 FAFSA launched, then sporadically down for maintenance.
- Fully running by January 8
- Significant issues remain, precluding many from completing and submitting
- March 11, beta schools receive a few ISIRS
- Salem State is still waiting for ISIRS
- Shifting strategy for Accepted Students Day
- Additional uploads and testing needed before award packages can go out...

Attachment 5:

Financial Aid Packaging

Next Steps

- Financial aid packaging plan is ready.
- ISIRs are slowly being released from the Department of Education.
- Once data is available, we are at the mercy of Oracle/People Soft to release updated patches.
- Then testing begins...
- Release of Financial Aid Packages a few weeks after testing.

Proactive Approach

- Pushed deposit date to June 1 from May 1.
- Communication to students and families in multiple modalities a top priority.
- Parent Portal
- Consultant assisting with set up and packaging
- Collaboration with financial aid and information technology services.
- Cost/Aid Programming at ASD, Open House and Workshops as needed.



Attachment 6:

Fall 2024 Admissions is looking strong...the delay is hindering our ability to enroll our class!

This year's FAFSA rollout is "dysfunctional" and "a nightmare." "This is most likely to hurt those that are least able to financially endure."

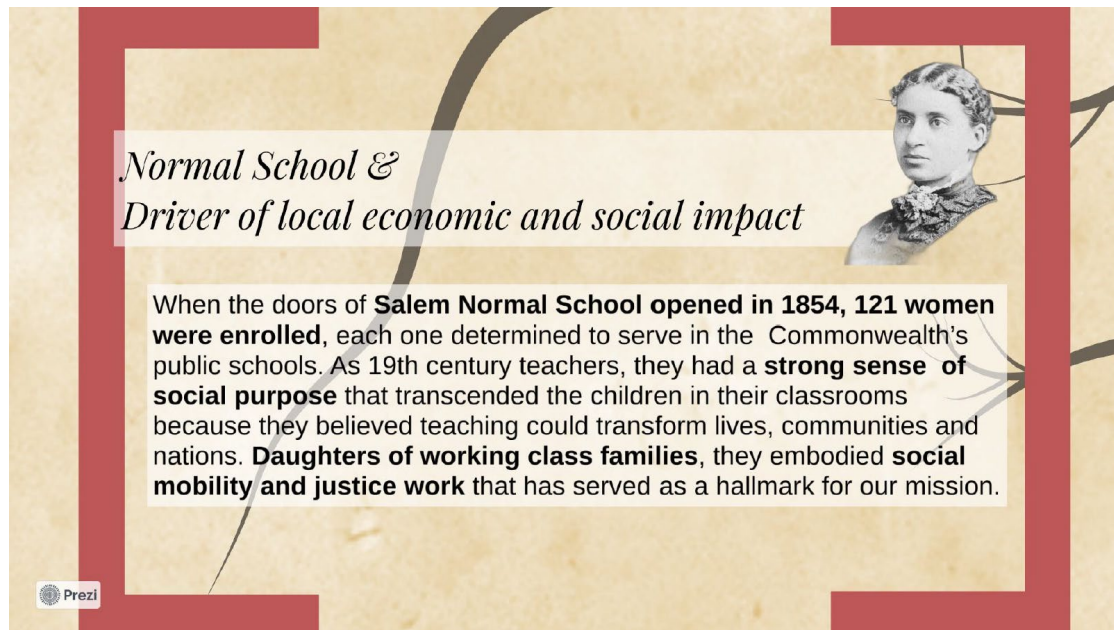
- Maria Rebecchi, Director of Scholarships and Financial Aid Education, The College Success Foundation.

Fall 2024				
Freshmen				
	2023	2024	YoY diff	
Apps	5518	8347	2829	51%
Admits	3703	6607	2904	78%
Deposit	293	205	(88)	-30%
Matr	0	0	0	#DIV/0!
Transfer				
	2023	2024	YoY diff	
Apps	504	543	39	8%
Admits	161	205	44	27%
Deposit	54	75	21	39%

Industry Experts: The delays will be most challenging to colleges that enroll significant numbers of **low-income, Pell eligible** students!



Attachment 7:

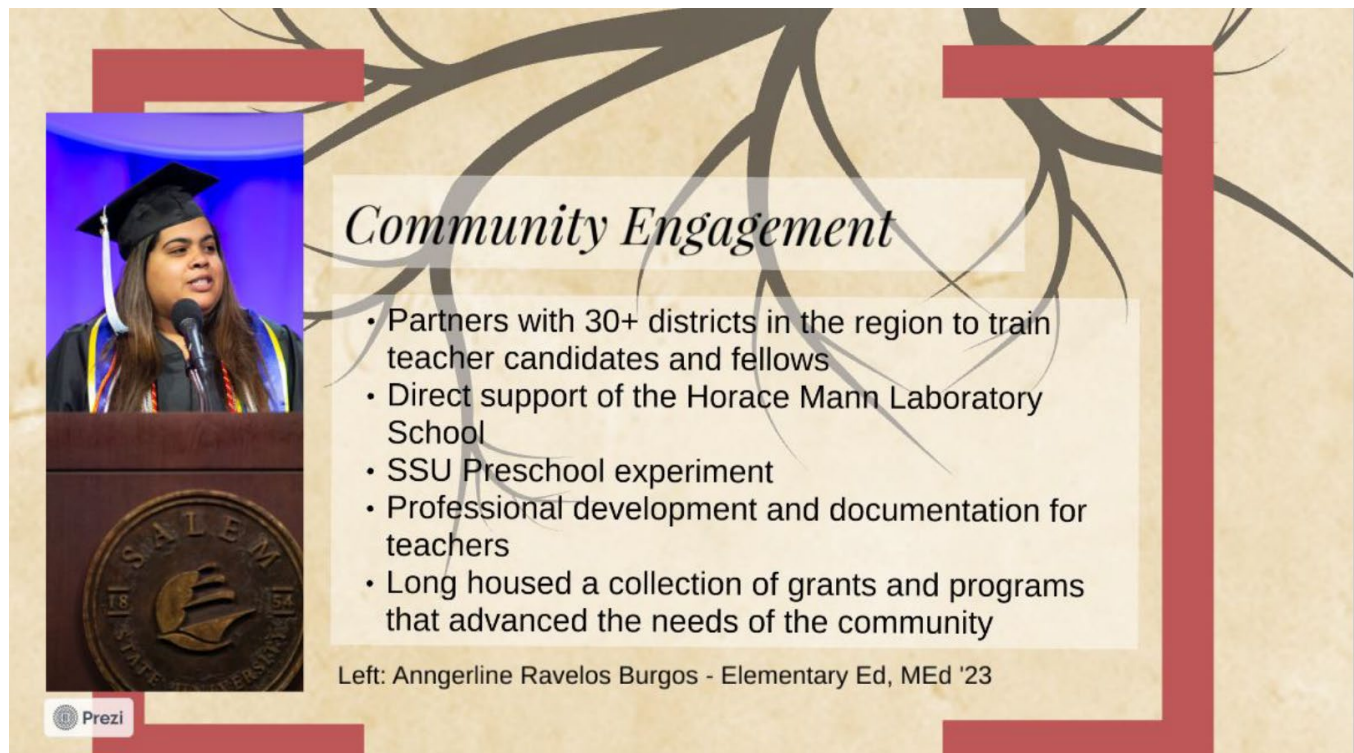


*Normal School &
Driver of local economic and social impact*

When the doors of **Salem Normal School opened in 1854, 121 women were enrolled**, each one determined to serve in the Commonwealth's public schools. As 19th century teachers, they had a **strong sense of social purpose** that transcended the children in their classrooms because they believed teaching could transform lives, communities and nations. **Daughters of working class families**, they embodied **social mobility and justice work** that has served as a hallmark for our mission.

Prezi

Attachment 8:



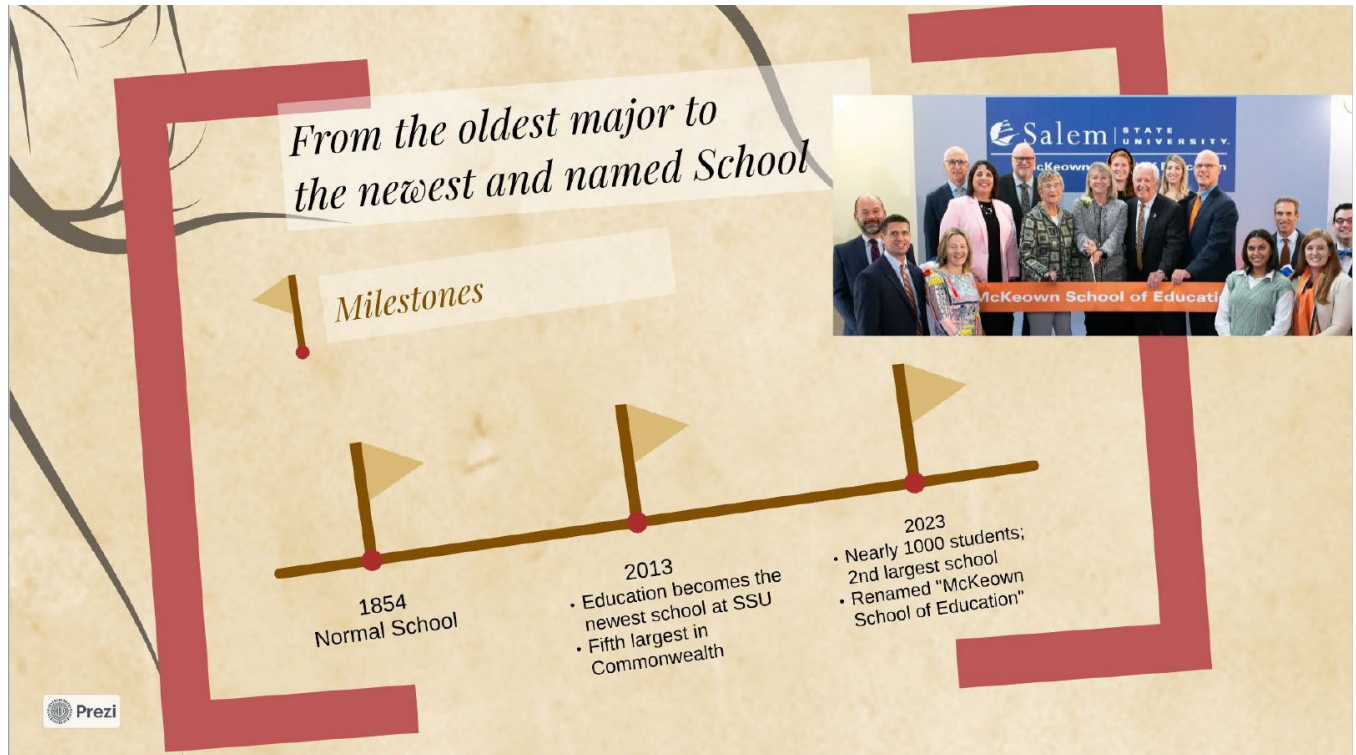
Community Engagement

- Partners with 30+ districts in the region to train teacher candidates and fellows
- Direct support of the Horace Mann Laboratory School
- SSU Preschool experiment
- Professional development and documentation for teachers
- Long housed a collection of grants and programs that advanced the needs of the community

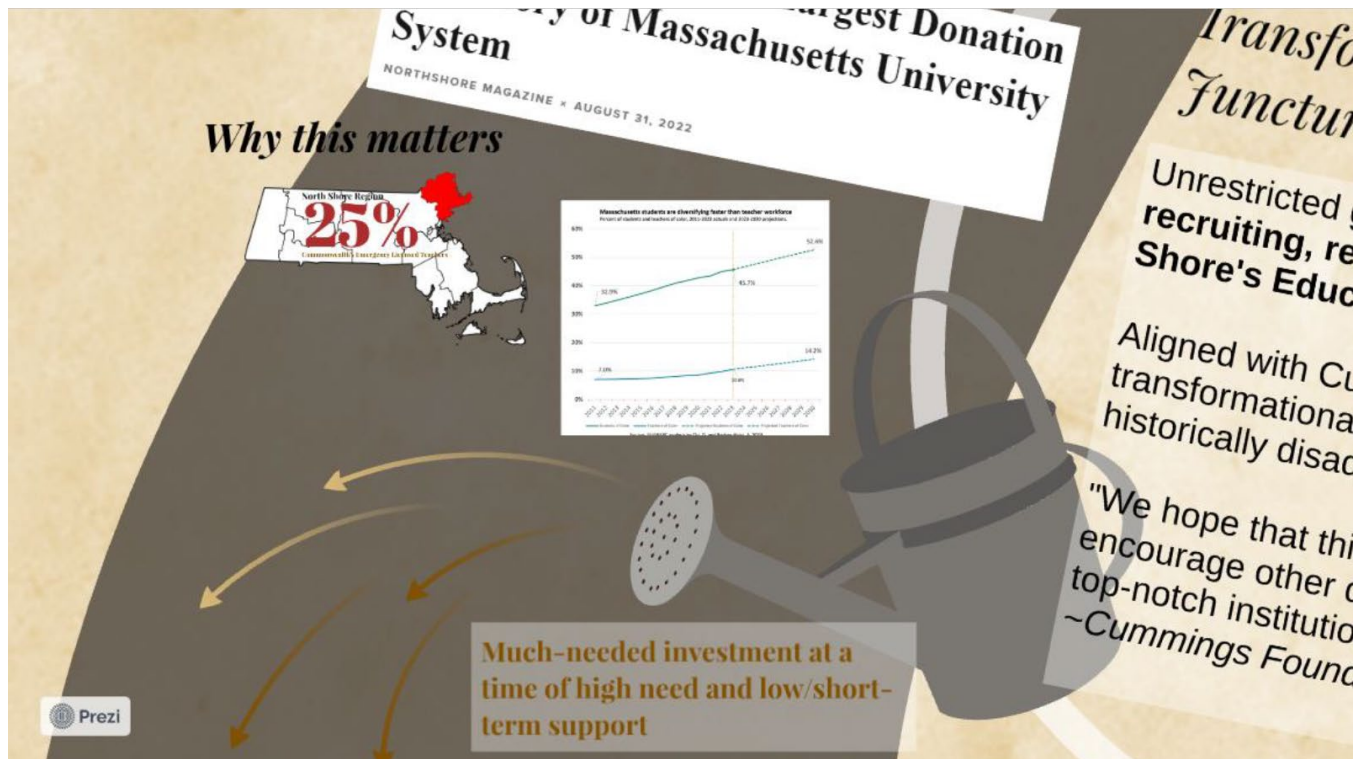
Left: Anngerline Ravelos Burgos - Elementary Ed, MEd '23

Prezi

Attachment 9:



Attachment 10:



Attachment 11:

State Receives Largest Donation of Massachusetts University

SAZINE • AUGUST 31, 2022

\$10M Gift Seeds Regional Workforce Transformational Effort at a Critical Juncture

Unrestricted gift strategically used to expand impact on **recruiting, retaining, sustaining and diversifying North Shore's Education workforce.**

Aligned with Cummings Foundations' other gifts for transformational community impact, especially for the historically disadvantaged.

"We hope that this financial vote of confidence will encourage other donors to provide greater support to these top-notch institutions."
~Cummings Foundation

Prezi needed investment at a time of high need and low/short-term support

Attachment 12:

Institute for Advancing Education & The Educator Workforce (IAE²)

Est. Fall 2023

WHO WE ARE & WHAT WE DO
The McKeown School of Education at Salem State University believes that recruitment, retention, and growth of educators and educational leaders, is critical to the continued success of the education workforce and all members of our community across the lifespan.

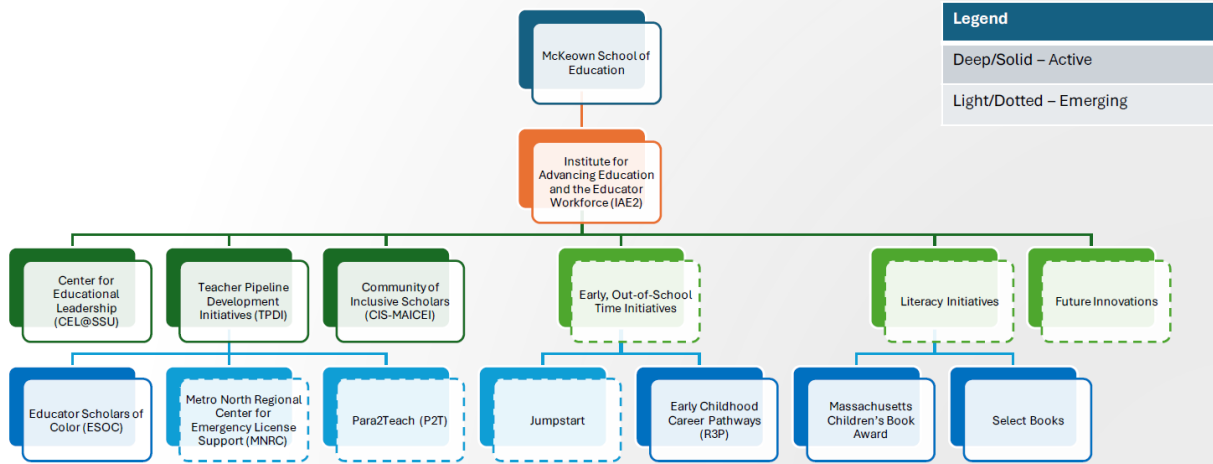
At IAE², we aim to influence more equitable educational practices and outcomes, provide professional learning and development opportunities for educators that lead to student success, and increase diversity in the educator pipeline to complement the McKeown School's core mission of Educator Preparation. We provide the infrastructure and programming supports that allow our community-engaged initiatives to incubate, grow and flourish.

HOW WE DO THIS
Consolidating disparate programs for:
• Strategic elevation & promotion
• Coordination of resources (administration, grant-writing, giving opportunities, and fiscal stewardship)
Convening stakeholders and establishing partnerships that advance education policy, practice, and workforce initiatives.

Prezi

Attachment 13:

IAE² Centers, Programs, and Initiatives



Attachment 14:

Collective Impact Highlights

- Increased the graduation rate of undergraduate students of color pursuing teacher licensure by 400% since Spring 2021 (see slide 19).
- Supported nearly 60 persons to complete bachelors and masters degrees and transition to the workforce in birth to age 5 centers (see slide 16).
- Touched 100+ individual employees at our five closest districts to facilitate advancing their credentials through taking a course or applying for degree studies at SSU (see slide 21).
- Supported nearly 60 individuals through professional learning communities, including alumni to transition into educational leadership positions (teacher leaders, principals, etc.) to sustain them in order to be retained in the field (see slide 17).
- Supporting 10-20 intellectually disabled individuals to transition from school to independence--including employment, college and independent living (slide 18).



Prezi

Attachment 15:



Accomplishments To-Date

- Written \$1M in grants (award decisions pending)
- Secured \$500K in contracts (university enrollment)
- Seeding & incubating two new areas: Teacher Pipeline Development and Early & Out of School Time Initiatives that directly engage districts and partners



Attachment 16:



In Progress

- Marketing & Communication strategy development
- Financial Management Restructuring
- Consolidating and streamlining administrative protocols to maximize resources



Attachment 17:



Appendices

IAE² Centers & Programs – Impacting the Community

Attachment 18:

Careers Pathways Program (R3P)

Christina Cassano (SSU) and Kathy Gallo (NSCC), Co-Directors

- Funded by a Commonwealth Department of Early Education and Care (EEC) grant in partnership with North Shore Community College:
 - promotes and expands professional development and degree attainment for the early childhood education and out-of-schooltime (ECE/OST) workforce.
 - Offers up to two graduate or undergraduate courses in early childhood education to promote high quality early childhood experiences.
- Eligibility requirements:
 - Working full time in early childhood setting or position
 - Matriculation in a graduate or undergraduate program at SSU
 - Good academic and financial standing at SSU
 - High levels of participation and class attendance.



Attachment 19:

Center for Ed Leadership (CEL@SSU)

Megin Charner-Laird, Ed.D. & Jacy Ippolito, Ed.D., Co-directors



2022-2023:

- Launched CEL@SSU after multi-year development process
- Piloted first alumni leadership professional learning community (PLC); ~8-12 participants
- Piloted first small cross-district leadership PLC (primarily focused on teacher leadership; ~8 participants)
- Direct service with two North Shore school districts, serving ~7,000 students
 - Supporting instructional leadership team work
 - Supporting district-level curricular review leadership work
- Piloted principal coaching/mentoring program (serving 8 school leaders)
- Secured initial funding (\$21,000 from Pegasus Springs Ed. Collective) to fund wider alumni PLCs in '23-'24
- Created and launched Initial Center [Web presence](#)

2023-2024:

- Expanded alumni PLCs (with funding to support free attendance for participants) – 3 PLCs supporting up to 45 alumni
- Launched cross-district leadership PLC, supporting 22 leaders across 4 partner districts (serving ~15,500 students)
- Direct service with four districts (both North Shore and Local Urban), serving ~13,000 students
 - District-wide leadership work on leadership professional learning and instructional coaching
 - Middle-school leadership professional learning and instructional coaching
 - District leadership support for leading principal/assistant principal learning around data work
- Continued principal coaching/mentoring program
- Partnered with marketing expert to create a long-term comprehensive communications plan
- Planning to launch Ed. Leaders of Color CEL@SSU Fellowship Program
- Planning to launch Leaders of Color mentoring group for CAGS in Ed. Leadership Alumni

Attachment 20:

Community of Inclusive Scholars (CIS)

- Massachusetts Inclusive Postsecondary Education/DHE MAIPSE Grant funded
- Partnership with local school districts and with adult agencies to provide inclusive college experience for students with intellectual disabilities and/or autism ages 18-22 and 18+ with a diploma and 22+
- 15 MAIPSE programs state-wide
- Program Milestones:
 - 2016 - SSU creates the **Community of Inclusive Scholars** program with two students
 - 2021 - SSU obtains inclusive housing grant funding room/board-SSU one of two programs with a housing option
 - 2023 - SSU establishes HORIZONS program 22+ and 18+ with diploma
 - 2024 - 20 students enrolled
 - HORIZONS - 7
 - Partnership (w/ 10 districts) - 13
 - On campus housing - 4



Program Leadership:

- Christine Lenahan, Principal Investigator
- Matthew Nolan, Program Manager
- Rachel Connary, Program Coordinator

Program Components:

- Students enroll in two course per semester – audit or credit
- Participate in a 2-4 hour/week internship on or off campus
 - On campus sites: Admissions, Campus Bookstore, Library, Police
 - Off campus sites: CVS, Essex County District Attorney's Office, YMCA Preschool, Bertram House
- Each student is supported by a coach and has access to peer mentors
- Outcomes – graduated SSU, enrolled SSU, preschool assistant teacher, lab technician, grocery store, Gloucester Biotech Academy

Attachment 21:

Educator Scholars of Color (ESOC) Program

- Purpose
 - To provide community and support to recruit and retain students from underrepresented backgrounds to become licensed teachers.
- Program Leadership
 - Co-Faculty Directors: Dr. Leslie Duhaylongsod and Dr. Vijay Kanagala
 - Program Staff: Abby Meneses-Delcompare and Manny Quiroz
 - Executive Board: Dr. Nicole Harris, Dr. Steven Oliver, and Dr. Vu Tran
- Program Mission
 - ESOC's mission is to actively recruit students of color into teacher licensure programs and provide comprehensive academic and social support to ensure their persistence, retention, and successful graduation.
- Impact on North Shore/Greater Boston Teacher Educator Pathways
 - Increased graduation rate of BIPOC Students in our Combined BS/MS in Education by 400% since 2021
 - In 2023, 4 ESOC students earned their license and are currently teachers of record.
 - Over the next two years, 15 ESOC students are anticipated to be fully licensed. 275% increase.
- External Grant Funding Applied
 - DESE-CSI-Diversifying the Educator Workforce, \$449,315 (under review)



Attachment 22:

Massachusetts Children's Book Award

Dr. Megan Murphy, Director

Annual children's choice book award founded in 1975 to combat loss of interest in reading once children enter 4th grade.

SSU faculty works with children, librarians, teachers, and community groups to curate list of 25 nominees per year.

Book lists are intentionally inclusive of the race, ethnicity, religion, gender identity, immigration status, and heritage language of protagonists.

We see MCBA as a tool to diversify curriculum in the Commonwealth.

During the 22-23 school year, **100 schools and 3,332 kids participated in MCBA.**



Attachment 23:

SELECT Books



Leigh Rohde, Faculty Coordinator

Publishers of Children's Books send copies of books published **in the past** year. MSOE typically receives **75-100** books a year at no cost.

Funding from the Bushnell Endowment allows for a part-time graduate assistant (Reading Program) to work on the project, including reading all of the books and writing reviews that are then posted on Instagram.

Several EEC and ECE courses use the books for demonstration and reading activities.

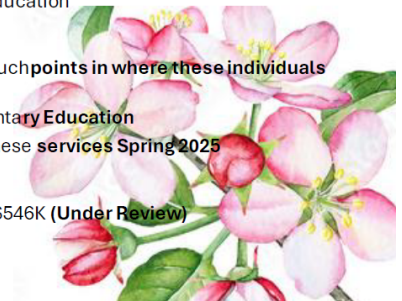
All books are then sent to the Berry Library, there is a dedicated area within the Education Resources Area, the books are all labeled as SELECT books. **Nearly 600 books have been made available to the Salem State community.**



Attachment 24:

Teacher Pipeline Development Initiatives

- Purpose
 - To provide in-depth support for the local districts who desire help for the advancement of their current district staff, most commonly paraprofessionals, with the hope to diversify the teacher pipeline in Massachusetts.
- Mission
 - TPDI's Mission is to provide in-depth targeted support services for individuals seeking a professional license through a simplified admissions process, a district liaison who works for both at the district and the university to offer individualized support throughout their degree and supports with MTEL achievement.
- Program Leadership
 - Program Leads: Dr. Nicole Harris & Manny Quiroz, MEd
 - Partnering Districts: Chelsea, Everett, Lynn, Revere, and Salem Public Schools
 - Graduate Chairs: Dr. Youn Jung Huh & Dr. Melanie Gonzalez
 - Collaboration Partners: Graduate Admissions, Graduate Studies, Faculty Lead, & Friends of Education
- Impact on the North Shore/Greater Boston Teacher Educator Pathways
 - Over 130 individuals have expressed interest in joining the TPDI program, there are different touchpoints in where these individuals fall and are moving along towards enrollment for Summer or Fall 2024
 - The most sought out licenses are Special Education, English as Second Language, and Elementary Education
 - MTEL Preparation systems are currently being built into the program with the hope to launch these services Spring 2025
- External Grant Funding Applied
 - DESE - Regional Centers to Support Emergency License Holders Working in Massachusetts - \$546K (Under Review)



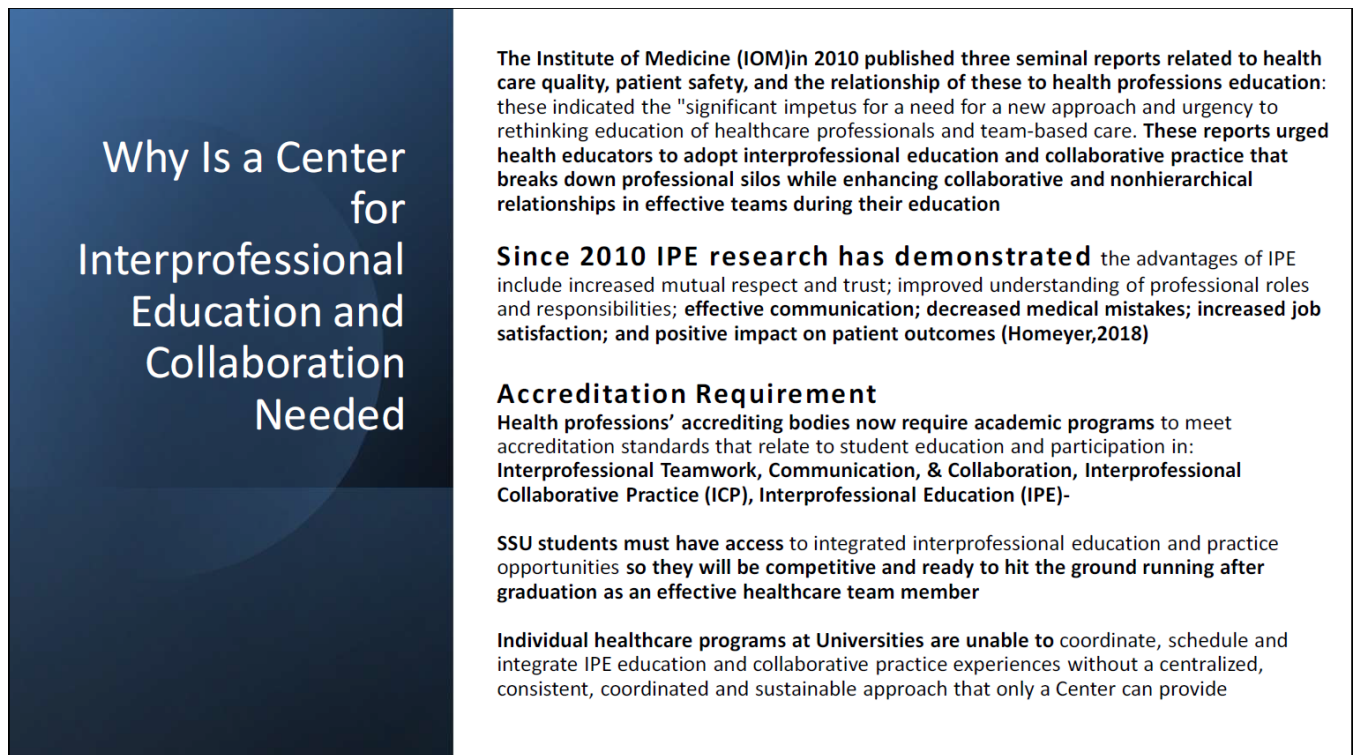
Attachment 25:



THE CENTER FOR INTERPROFESSIONAL EDUCATION AND COLLABORATION (CIPEC)
August 2023

Jeramie Silveira OTD, MSOTR, Director
Carol Gawryls DNP, RN-Clinical Program Coordinator

Attachment 26:



Why Is a Center for Interprofessional Education and Collaboration Needed

The Institute of Medicine (IOM) in 2010 published three seminal reports related to health care quality, patient safety, and the relationship of these to health professions education: these indicated the "significant impetus for a need for a new approach and urgency to rethinking education of healthcare professionals and team-based care. **These reports urged health educators to adopt interprofessional education and collaborative practice that breaks down professional silos while enhancing collaborative and nonhierarchical relationships in effective teams during their education**

Since 2010 IPE research has demonstrated the advantages of IPE include increased mutual respect and trust; improved understanding of professional roles and responsibilities; **effective communication; decreased medical mistakes; increased job satisfaction; and positive impact on patient outcomes (Homeyer, 2018)**

Accreditation Requirement
Health professions' accrediting bodies now require academic programs to meet accreditation standards that relate to student education and participation in: **Interprofessional Teamwork, Communication, & Collaboration, Interprofessional Collaborative Practice (ICP), Interprofessional Education (IPE)-**

SSU students must have access to integrated interprofessional education and practice opportunities so they will be competitive and ready to hit the ground running after graduation as an effective healthcare team member

Individual healthcare programs at Universities are unable to coordinate, schedule and integrate IPE education and collaborative practice experiences without a centralized, consistent, coordinated and sustainable approach that only a Center can provide

Attachment 27:

First Year Achievements and Assessment Data

Offerings from Spring 2022-Fall 2023- Summer 2023-Spring 2024

- **Student and faculty IPE Exposure Events-** 22 events with 50-80 students and faculty attending each event= over 500 students from Nursing, Healthcare Studies, Social Work, Master's of Athletic Training, Psychology, Occupational Therapy, Criminal Justice and Special Education collaborating together
- **Faculty Development IPE Events-** 5 faculty professional development events with 20-30 faculty at each event- Ageism, LGBTQ+, IPE Simulation Development, Healthy Ideas Certification, Gun Violence Prevention series

New Community Partners Established by the Center

- Spaulding Adaptive Sports
- Lynn and Salem Housing Authority
- New England College of Optometry Clinical Network
- Massachusetts Gerontology Association
- **Existing Community Partnerships and Community College Collaboration-** collaboration with multiple community partners to offer the events, provided CEU's for nurses, social workers and OT's in the community, and opened the events to North Shore Community College and Bristol Community College's students and faculty in healthcare professions

Assessment of Learning Outcomes

- 100% of students and faculty responded that they learned about each other's professional roles and responsibilities, ethics, and communication skills
- 100% of students and faculty responded that wanted to participate in additional IPE education events
- 100% of students and faculty responded that the breakout rooms and case studies were the most effective part of their learning experiences

Grant Received from Center for Research and Creative Activities

- Data Analysis Support for IRB Study- "Interprofessional Exposure Event Impact Study"



Attachment 28:

Student and Faculty Quotes After Participating in IPE Events and Clinical Experiences

These IPE events and collaborative experiences have:

"Provided and opportunity for collaboration with other fields that I usually don't consider in my own practice. We were able to discuss and then come up with ideas on different ways each of our roles can best help a patient with maternal mental health issues"

"Provided insight into the different professions but also how we each approach the questions from different angles. The opportunity to talk with other professionals to find out more about their roles and to share mine was so important to me"

"Interprofessional events and clinical experiences have positively impacted my ability to collaborate and work effectively with my colleagues, clients, and families."

"I felt I was able to discuss the topic with other individuals of different majors, allowing for me to gain different insights on how to work with clients of the case study across different fields."



Attachment 29:

Clinical Community Partnerships

Spaulding Adaptive Sports North

MOA being established with Salem State University to offer clinical opportunities for students from multiple health professions

Low vision inclusive fitness clinic

Opportunities for SSU students with disabilities to be involved in all adaptive sports teams and clinics with access to adaptive equipment needed to participate

Opportunities for community members disabilities to be involved in all adaptive sports teams and clinics with access to adaptive equipment needed to participate

Low Income Elderly Housing-

IPE clinicals-Health Promotion, Wellness and Prevention Programming

Lynn, Salem and Peabody Housing Authority Nursing/Occupational Therapy Students- Home Safety, Fall Prevention, Chronic Disease Management, Depression and Community Development, Blood Pressure and Medication Management

New England College of Optometry Clinical Network

Students from Salem State and New England College of Optometry in Boston will collaborate at the IPE exposure events and through share case studies and simulations

Massachusetts Gerontology Association

Practitioners state-wide can participate in SSU IPE exposure events and SSU students can participate in the professional development opportunities offered by MGA free of charge

Attachment 30:



Interprofessional Advocacy Events Sponsored by the CIPEC

- **Block the Shock- Banning Aversive Therapies-** Senator Joan Lovely, Government Affairs and Policy Director for the Arc Maura Sullivan
- **Supported Decision Making-** Deputy Director for the Arc of Massachusetts and Jonathan Gardner student with Autism- a self-advocate and decision-maker, person with autism and cancer
- **Gun Violence Prevention: From Advocacy to Action-**Marjorie Decker, Massachusetts House of Representatives for the 25th Middlesex District, Ann Haaser, Moms Demand Action Spokesperson, Altagrace Beliard-mother of SSU student killed by gun violence

Attachment 31:



The Maguire Meservey College of Health and Human Services
Spring 2023 Interprofessional Education Events

Speakers	Event	Day/Time	Online/In-person
Dr. Beasley-Children's Hospital	Pediatric Concussion Management and Interprofessional Collaboration Dr. Michael Beasley	Wednesday Feb 8 th 3:00-5:00 PM	Online
Dr. Binneh Minteh	Cybersecurity Issues Related to Electronic Healthcare Records Dr. Binneh Minteh	Thursday Feb 16 th 3:00-5:00 PM	Online
Marnie Matthews-MSW, LCSW	Hoarding: A Team Harm Reduction Approach with IPE Case Studies- Marnie Matthews MSW, LCSW	Tuesday March 7 th 3:00-5:00 PM	Online
Dr. Gregg Austin	Inclusive Fitness lowering the barriers and raising the bar for neurodivergent people- Dr. Gregg Austin	Wednesday March 22 nd 3:00-5:00 PM	Online
Dr. Elspeth Slayter	Supporting the dignity of risk with adults with intellectual and developmental disabilities who use alcohol and drugs- Dr. Elspeth Slayter	Wednesday April 5 th 6:30-8:30 PM	Online
Dr. Shelley Steenrod and Dr. Kristin Erbetta	Interprofessional Collaboration for Pregnant Women with Substance Use Disorders- Dr. Shelley Steenrod and Dr. Kristin Erbetta	Wednesday, April 26, 3:00 – 5:00 PM	Online



The Center for Interprofessional Education and Collaboration
Fall 2023 Interprofessional Education Events
For more information and registration for these events please go to:
https://docs.google.com/document/d/17_GR7hfwY4pDatbr:Wv472GmINVwmAW8rPWe_tDS86Q/edit?usp=sharing

Speakers	Event	Day/Time
Dr. Elspeth Slayter-Ph.D. Professor Coordinator Certificate on Equity-Minded Practice School of Social Work	Supporting the dignity of risk with adults with intellectual and developmental disabilities who use alcohol and drugs-	ONLINE- Thursday Sept 21 st 6:00-8:00 PM
The Independent and Interprofessional Community of Practice on Infant and Early Childhood Mental Health (CoP-IECMH)	Promoting a Paradigm Shift in Infant and Early Childhood Mental Health Service Delivery Models	ONLINE- Wednesday October 25 th 6:00-8:00 PM
Jarmie Belisto Founder/Director of Policy and Partnerships Maternal Mental Health Leadership Alliance, Sabina Khan G. PhD, MSCOTR and Jill Fieele, CNM, PMHNP	Best Practices in Maternal Mental Health from an Interprofessional Lens	ONLINE- Wednesday Nov 29 th 4:30-6:30 PM
Dr. David Cutler, PhD, Harvard University- School of Public Health	AI and Healthcare- What All Healthcare Professionals Need to Know	ONLINE- Wednesday October 11 th 4:30-6:30
Dr. Jeff Kerher- Pediatric & Adolescent Sports Medicine Specialist- Assistant Professor of Pediatrics, Harvard Medical School	Connective Musculoskeletal Disorders in children and adolescents- best practices for screening-assessment to increase participation.	IN-PERSON November 15 th - 5:00-6:30 PM