Spring 2025 Webinar Series

IN! 101 + 4 Pillars of Support

IN!

PATHWAYS TO INCLUSIVE
HIGHER EDUCATION

Today's Presenter

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720-675-9139

Welcome!

- [Full Spring 2025 Webinar Series](#)

- Q&A time allotted throughout

- Brief feedback survey directly following

- Video recording & resources will be available

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PATHWAYS TO INCLUSIVE
HIGHER EDUCATION

Who We Are

IN! exists to create **inclusive** college opportunities in Colorado for students with intellectual disability (ID) to foster **academic growth**, **social development**, **career advancement, & independence**.

What We Do:
EDUCATION
OUTREACH
EXPANSION
OUTCOMES

*IN! does not provide direct services on campus

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PATHWAYS TO INCLUSIVE
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Agenda

1 — **2** — **3** — **4**

Understanding Inclusive Higher Education in Colorado

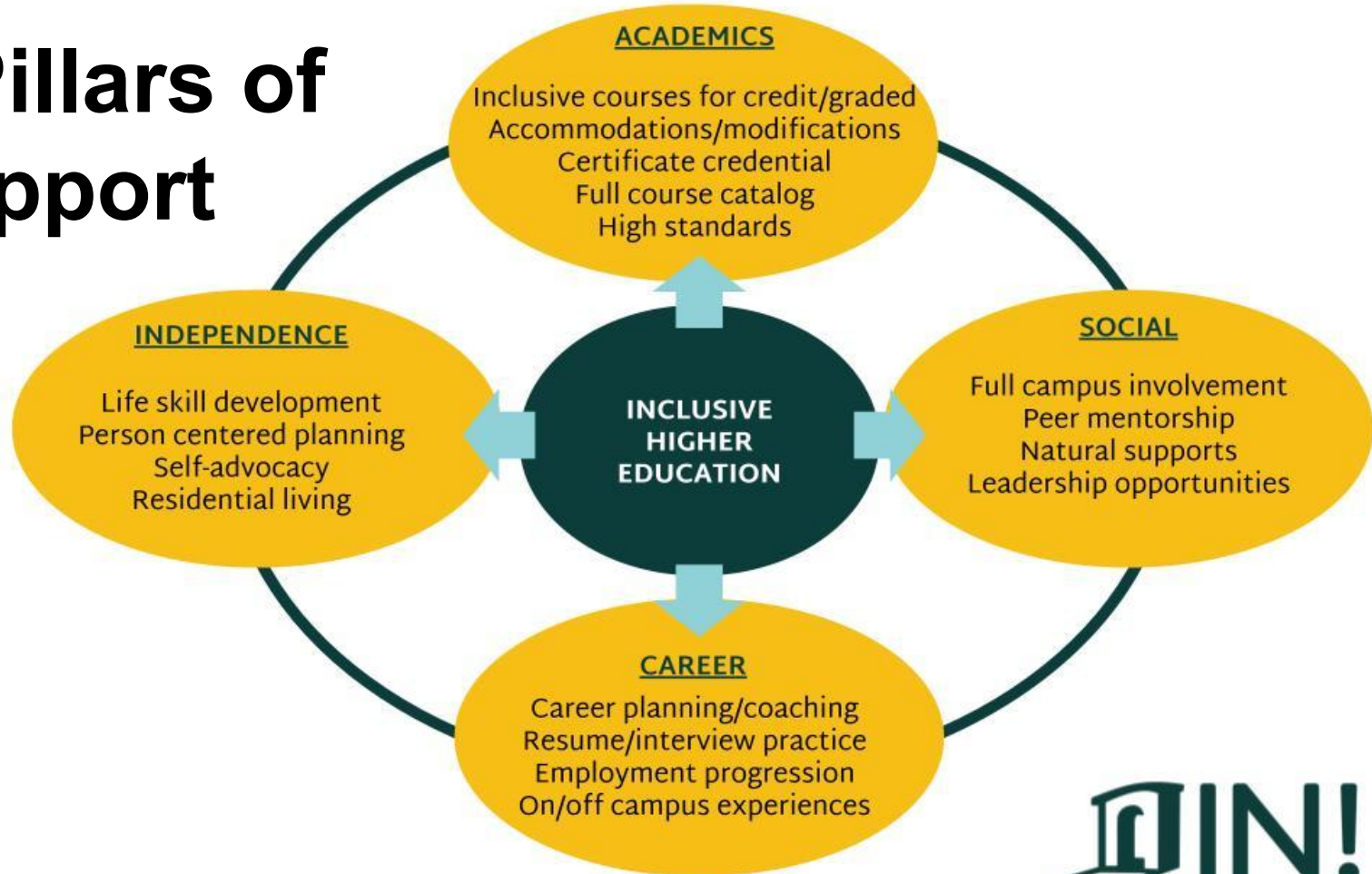**Support Provided in College**

Working on the Pillars Now

Resources to Support Your Preparation

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PATHWAYS TO INCLUSIVE HIGHER EDUCATION

What is Inclusive Higher Education?

- **Alternative** admission pathway for students with intellectual disability*
- Access accommodations **and modifications**
- Earn **certificate** credential
- Fully **inclusive** & normative
- Students take courses that align with **career goal**
- Participate in career readiness, independent living, campus community
- Staff and peer mentor support in 4 domains:

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4 Pillars of Support

ACADEMICS

Inclusive courses for credit/graded
Accommodations/modifications
Certificate credential
Full course catalog
High standards

INDEPENDENCE

Life skill development
Person centered planning
Self-advocacy
Residential living

INCLUSIVE HIGHER EDUCATION

SOCIAL

Full campus involvement
Peer mentorship
Natural supports
Leadership opportunities

CAREER

Career planning/coaching
Resume/interview practice
Employment progression
On/off campus experiences

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PATHWAYS TO INCLUSIVE HIGHER EDUCATION

UCCS Inclusive Services (IHEAC Accredited Program)

- Office of Inclusive Services (OIS)
- University of Colorado
- Colorado Springs, Colorado
- **On campus living**
- 4 years

ELEVATE @ACC

- Elevate
- Arapahoe Community College
- Littleton, Colorado
- **Commuter Campus**
- 3 years

REGIS UNIVERSITY GLOBAL INCLUSIVE PROGRAM

- GLOBAL Inclusive Program
- Regis University
- Denver, Colorado
- **On campus living**
- 1-4 years

UNC | GOAL

- GOAL – Go On And Learn
- University of Northern Colorado
- Greeley, Colorado
- **On campus living**
- 4 years

➜ Comprehensive Transition & Postsecondary Program (CTP) = Financial Aid
➜ Statewide Comprehensive Higher Education Certificate = Meaningful Outcome

CIHEC Colorado Inclusive Higher Education Consortium

RAM SCHOLARS

- CSU RAM Scholars
- Colorado State University
- Fort Collins, Colorado
- Experiential learning and agriculture focus
- 3 years

MSU DENVER — Inclusive Higher Education Solutions — School of Education

- Inclusive Higher Education Solutions
- Metropolitan State University of Denver
- Denver, Colorado
- **Commuter Campus**
- 4 years

Cultivate

- Cultivate@LCC
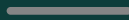- Lamar Community College
- Lamar, Colorado
- Res. living ant. Fall 2027
- 3 years

Achieving Success Through Personalized Inclusive Real-World Education (ASPIRE) — PIKES PEAK STATE COLLEGE

- ASPIRE Scholars
- Pikes Peak State College
- Colorado Springs, Colorado
- **Commuter Campus**
- 3 years

➔CTP in progress
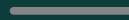➔Statewide Comprehensive Higher Education Certificate

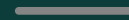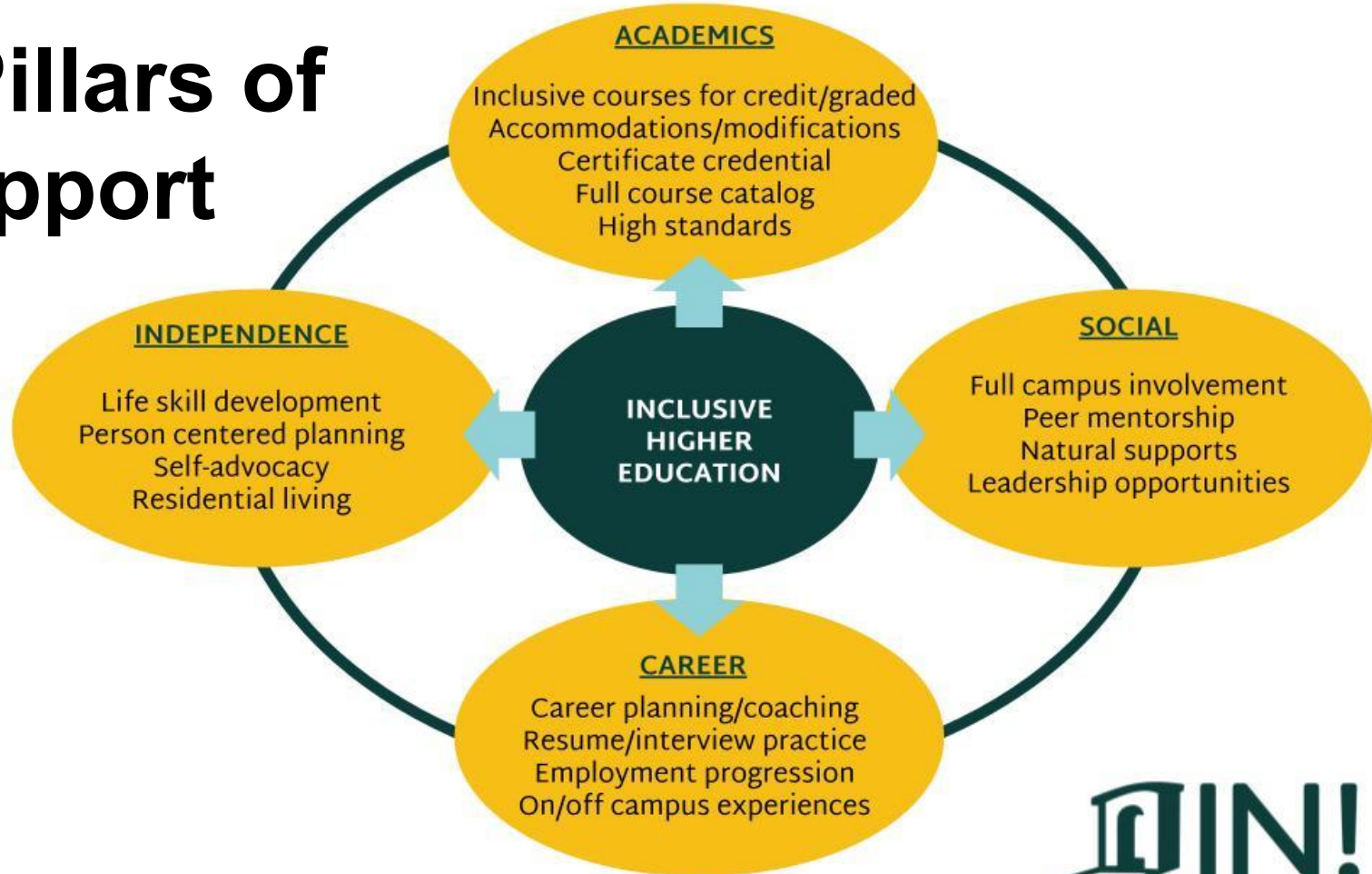**CIHEC** Colorado Inclusive Higher Education Consortium

Questions?

1 **Understanding Inclusive Higher Education in Colorado**

2 **Support Provided in College**

3 **Working on the Pillars Now**

4 **Resources to Support Your Preparation**

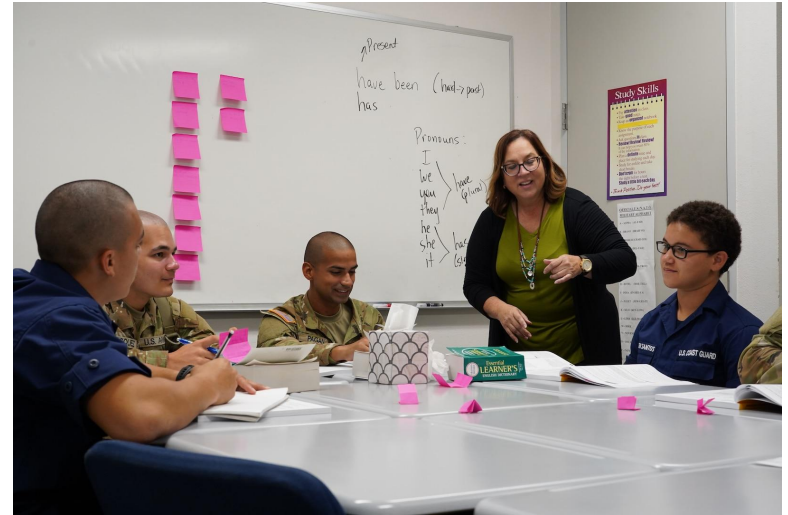IN!
PATHWAYS TO INCLUSIVE
HIGHER EDUCATION

4 Pillars of Support

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Self-advocacy
Residential living

INCLUSIVE HIGHER EDUCATION

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Peer mentorship
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CAREER
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On/off campus experiences

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College Class Culture

COMMON ASSUMPTION

GROWING REALITY

Academics

- 2-3 courses/semester

- Courses taken for credit & graded

- Full class participation

- Use of campus-wide supports

- High expectations & presumed competence

- Peer mentors (preview & review)

Academics

Accommodations
- Only alter HOW learning occurs or HOW learning is shown
- **Cannot alter course essential functions**

Modifications
- Alter WHAT learning occurs
- Adaptations of course expectations to meet cognitive level
- Coordinated by **IHE staff**, not instructors, as part of Person-Driven Plan (PDP)

What Students Study

- Graphic Design
- Criminal Justice
- Communications
- Early Childhood Education
- Government
- Healthcare
- Human Services
- Leadership
- Photojournalism
- Sports Management
- And more!

"You become a better educator because you become more intuitive to all student needs and the invisible disabilities that always existed in your classroom"

- ACC Faculty Member

Social

- Supported campus involvement
- Person Driven Planning (PDP)
- Use of natural supports (peer mentors)
  - Model behavior
  - Identify opportunities for connection
  - Accompany students to events, off-campus activities, etc.
  - Integrate students into the campus community
  - Support responsible risk taking

Career

- Job Coaching/Career Counseling through PDP
- Career Development Path
  - Year 1: Career exploration, readiness skill development
  - Year 2: Job shadows, on campus job experiences, practicums
  - Years 3&4: Internship in area of interest, Paid employment on campus, Paid employment off campus, DVR partnership

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Career

- Soft skill development:
  - following a schedule
  - time management
  - communication with co-workers
  - Interview prep/practice
  - Completing job applications
  - Navigating hiring paperwork
  - Submitting timesheets

Independence

- Specialized Class / Direct Instruction:
  - Money management
  - Community access & travel training
  - Self-advocacy development
- Environment of choice (PDP) & natural consequences
- Peer mentor guidance in:
  - use of down time
  - calendar tracking system
  - use of natural supports

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Residential Living Supports

- Typically live with IHE peers

- Scheduled support from peer mentors:

  - cleaning/chores
  - grocery shopping/cooking
  - roommate conflict

- Natural support from residential staff

- Additional support from IHE staff as needed

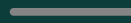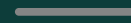- Use of waiver services as needed
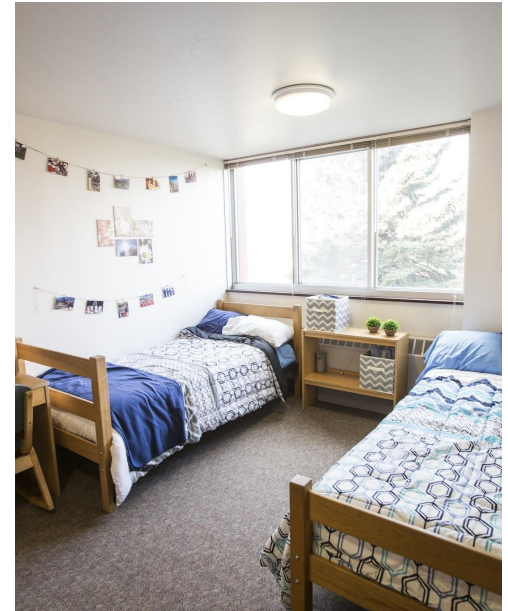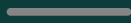
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Questions?

Preparing All Students for College

- Presumed competence
- Normative pathways
- Informed choice
- Transferable skills
- High expectations lead to positive transition outcomes

"Teachers' expectations have a greater impact on a student becoming employed or going to college than will a student's skills or disabilities."
(Think College, 2015)

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Preparing In All Domains

- Academics

- Social

- Vocational

- Independence

"The bar has been set high, and the students have risen and reached it! They have been presumed competent and their lives changed."

- IHE Graduate Parent

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Academics

- Build literacy skills
  - Sentence/paragraph structure
  - Note taking of big ideas
  - Email etiquette
  - Audio books
- Know learning needs
  - Strengths & weaknesses
  - Accommodations & modifications
- Technology know how
  - Email access
  - Office software/LMS submission
  - Assistive technology, Read&Write

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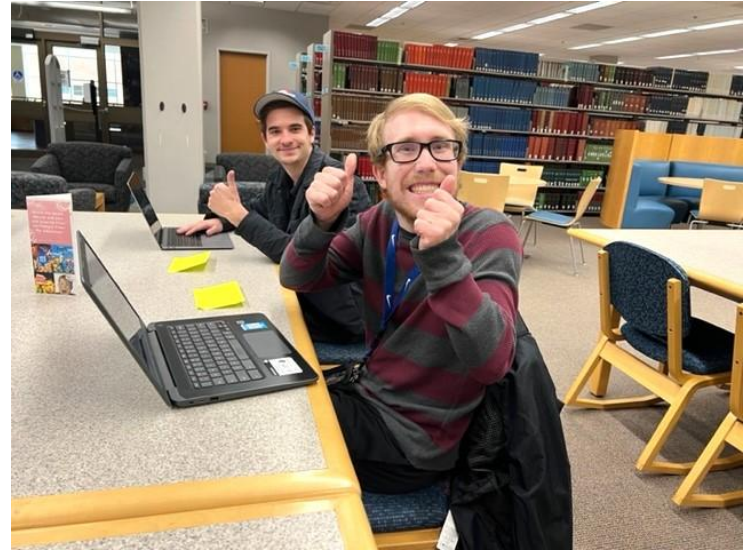
Academics

- Explore academic interests
- Attendance and punctuality
- Participate inclusively
- Take responsibility and ownership for high quality work
- Goal setting and tracking
- Follow a schedule
- Accept constructive criticism
- Persistence / growth mindset

Social

- Self-awareness & regulation
- Schedule management
- Personal-needs communication / self-advocacy
- Conflict / relationship management
- Adaptability
- Responsible risk taking
- Appropriate use of social media
- Use of natural supports

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Career

- Time management
- Communication strategies
- Problem solving
- Motivation & initiative
- Self-advocacy
- Social/Emotional Understanding
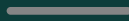- Coping Techniques

Independence

- Navigating campus
- Personal & campus safety
- Community access & travel
- Use of down time
- Medication Management
- Self-care / cleanliness
- Use of interagency supports
- Money management
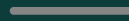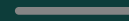- Home-based responsibilities

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Questions?

Handouts

ACL — The Arc serving Boulder & Broomfield Counties

PREPARING FOR COLLEGE
for students with intellectual developmental disabilities and their families

Think Early
At age 14 or earlier, start thinking about your interests, passions, and future goals. Then ask yourself, **can college get me there?**

Know your Options
- ELEVATE @ACC
- GLOBAL INCLUSIVE PROGRAM — REGIS UNIVERSITY
- UCCS Inclusive Services — UNIVERSITY OF COLORADO COLORADO SPRINGS
- UNC | GOAL
- MSU DENVER Inclusive Higher Education Solutions — School of Education
- RAM SCHOLARS — Prevention Research Center, College of Agricultural Sciences, Center for Community Partnerships
- PIKES PEAK STATE COLLEGE
- LAMAR COMMUNITY COLLEGE

Is college worth it?
People with IDD can be up to 4X more likely to be employed after completing a higher education program. (Avellone, Camden, Taylor, Wehman, 2021)

VS
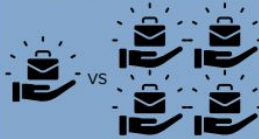
College offers lifelong learning, community engagement, and a fulfilling future!

Find Out More
Call program staff to ask questions, and visit programs to meet students.

Preparing Yourself
Take leadership in IEP meetings. Set IEP goals to prepare for college academics and social life. Know your rights to higher education under ADA. Work on making choices independently and speaking

Preparing Together

NTACT: THE COLLABORATIVE | National Technical Assistance Center on Transition

IDEAs that Work

Predictors/Outcomes	Education	Employment	Independent Living
• Career Awareness	Promising	Promising	
• Career Technical Education (was Vocational Education)	Research-based	Evidence-based	
• Community Experiences		Promising	
• Exit Exam Requirements/High School Diploma Status		Promising	
• Goal-Setting	Research-based	Research-based	Research-based
• Inclusion in General Education	Research-based	Research-based	Research-based
• Interagency Collaboration	Promising	Promising	
• Occupational Courses	Promising	Promising	
• Paid Employment/Work Experience	Research-based	Research-based	Promising
• Parent Expectations	Promising	Research-based	
• Parental Involvement		Promising	
• Program of Study	Research-based	Research-based	
• Psychological Empowerment (new)	Promising	Promising	Promising
• Self-Advocacy/Self-Determination	Research-based	Research-based	Promising
• Self-Care/Independent Living	Promising	Promising	Research-based
• Self-Realization (new)		Promising	Promising
• Social Skills	Promising	Promising	

Handouts Continued

Early Childhood
- Set high expectations
- Share local and national college options with families
- Share success stories of students with similar challenges
- Encourage families to begin saving for college
- Emphasize age-appropriate academic skills
- Empower self-awareness
- Create an environment of choice
- Prompt student decision making
- Acknowledge student failure as opportunity to learn

Elementary School
- Include students with disabilities in general education settings
- Foster healthy social-emotional communication
- Talk to all students about college
- Support healthy habits
- Foster academic skills and use of assistive technology
- Explore academic interests and strengths
- Build self-determination, self-advocacy, personal agency skills
- Frequent goal setting
- Provide opportunities for choices
- Help students talk about disability characteristics & needs

Middle School
- Maintain academic rigor for students with disabilities
- Discuss students' interests and goals
- Empower student participation in extracurriculars
- Build comfortability with e-communication, tech use
- Encourage punctuality & time management
- Support student volunteer efforts
- Include students in opportunities for academic advocacy
- Help students become comfortable with down-time
- Strategize systems for management of personal info
- Academic Skills:
  - Use planner to track assignments, important dates
  - Follow a checklist to prepare for classes
  - Use strategies to identify core information in texts
  - Supported note taking
  - Practice sustainable study habits
  - Ensure review time to assess quality of work

High School
- Students discuss the supports they need to reach their goals
- Families contact colleges to take campus tours and learn more
- Connect with DVR, CCBs, other important agencies/organizations
- Help students budget money
- Encourage students to call and make appointments
- Help students learn to use ADA friendly public transportation
- Include goals related to college preparation in IEP
- Independently maintain a schedule
- Academic Skills:
  - Awareness and appropriate use of resources at school
  - Curiosity, desire to learn more
  - Complete familiar tasks without assistance
  - Self-advocate: Ask questions, attend teacher office hours
  - Participate in class discussions and activities
  - Maintain persistence when frustrated by academic tasks
- Social Emotional Skills:

UCCS
Inclusive Services

UNIVERSITY OF COLORADO
COLORADO SPRINGS

Getting Ready for College: Top 10 Actions to Take While in High School

1. **Work on Independence:** Independence is going to look different for every student, but all students should take steps towards directing their life, making choices, and do things without direct adult support. Some examples include:
   a. Find classes
   b. Gather supplies

College Preparation Checklist for Students with ID Pursuing Inclusive Higher Education

Inclusive higher education programs provide alternate enrollment pathways to college for students with intellectual disability. By providing robust support to students in four domains (academics, social, career, and interdependence), participants are able to pursue their goals and be fully included members of the student body.

Below is a checklist of skills to begin developing in each domain in order to best prepare students for inclusive college participation.

ACADEMICS:
- ☐ Student led IEP
- ☐ Participate in inclusive settings

CAREER:
- ☐ Career exploration and curiosity
- ☐ Time management

Learn More & Get Involved

IN! works to raise awareness of the inclusive college options available throughout Colorado via webinars, informational sessions, mentorship opportunities, college prep resources, and more.

Helpful Links

- **IN! website**
- **Full Webinar Series**
- **IN! Monthly newsletter**
- **Going to College Prep Page**
- **ThinkCollege Program Search**
- **ThinkCollege Family Resources**

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IEP Goal Writing Resources

- [IEP goals to prepare for inclusive college options](#)
- [Tips for IEP Teams to help students and families prepare for college](#)
- [IEP Goal Ideas to Support College Readiness](#)
- [Developing a Plan for Fading Support](#)

Questions?

THANK YOU

Thank you for attending the Meeting.
Please click Continue to participate in a short survey.

you will be leaving zoom.us to access the external URL below

https://forms.gle/VWLP2We8oWzKNC9h8

Are you sure you want to continue?

Continue   Stay on zoom.us

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