

IN! Needs Assessment Report
September, 2021

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Executive Summary

Background. In 2016, [IN!](#) conducted a statewide needs assessment to inform the development of pathways to college for students with intellectual disabilities (ID) in Colorado. Since then, three institutes of higher education ([Arapahoe Community College](#), [University of Colorado Colorado Springs](#), [University of Northern Colorado](#)) have opened their doors to this population. In 2021, IN! launched a new needs assessment to inform continued development of these options and assess barriers students with ID are still facing when considering college as an option in our state.

Evaluation Approach. The needs assessment included a survey for students with ID and/or family members of individuals with ID. The survey was disseminated by IN!, community partners, and school districts across the state. 272 individuals responded to the survey. Of those, 196 were included in final reporting. These individuals completed the survey, live in Colorado, have not previously gone to college, have an intellectual disability, and expressed an interest in going to college.

College Awareness. 48% of respondents reported that they were aware of the three college options in Colorado. 43% reported they did not know about these options, and 8% were unsure. The majority of survey respondents (72%) had not received information from their school about college as an option. Students ages 18-21 were slightly more likely than students ages 15-17 to know about the college options in Colorado and to have received information about college from their school. There are no regional differences related to college awareness.

Satisfaction with Current Options. When asked how satisfied they are with current college options, 40% of survey respondents selected “I don’t know enough to answer”. For the remaining respondents, satisfaction (25%) only slightly outweighed dissatisfaction (21%). Factors contributing to dissatisfaction include level of care support, preference for a college location within commuting distance of the respondent’s home, and beliefs about not being prepared for college.

College Preferences. The majority of survey respondents (88%) would prefer to attend college somewhere in Colorado. There is a preference for local options. 63% of people who wish to stay in Colorado for college prefer an option within commuting distance of their home, 17% prefer an option within a 4-hour drive from home, and 20% would consider an option anywhere in Colorado. Across all regions, the greatest preference is for a commuting option. Individuals who selected “Anywhere in Colorado” primarily live in the Denver Metro area.

In terms of school type, 33% of respondents were undecided. State University and Community College each accounted for 21% of respondents. 17% of respondents preferred a Trade/Vocational school. There was little interest expressed in Junior Colleges, Religiously Affiliated schools, and Private Universities, with under 5 respondents for each. Individuals who selected State University were split across their preferred location (within commuting distance, within a 4-hour drive, anywhere in Colorado). Housing was the top factor contributing to preferred type of school. 65% of people selected that their desire to either live on campus or live at home informed their decision for type of school. 43% of respondents considered cost as a factor in their decision. For students selecting a State University or Trade/Vocational school, the college having what they want to study was an important factor. For all school types, the ability

to easily get to school was an important consideration, with slightly more Community College respondents selecting this option.

Support Needs. In looking at key components of inclusive higher education pathways, the top selected programming components were “I will develop job skills and have employment opportunities” (86%), “I will further develop my social skills” (80%), and “I will further develop my independent living skills” (75%), and “There are plans in place to make sure I am safe on campus” (71%). The least important variable was “The college has on-campus housing options” (32%). The majority of respondents (66%) reported needing some form of medical/personal care support. The two most common support needs are medication management (34% of respondents) and dressing/hygiene support (34% of respondents). Individuals with 24/7 or nursing assistance needs had a greater percentage of respondents who were unsatisfied with current college options. Of individuals who reported a desire to live away from home for college, 72% reported some level of care need. The most common needs were medication management and dressing/hygiene; 20% of respondents reported a need for 24/7 or overnight support.

Beliefs about College. The majority of respondents agreed that college is worth the investment for students with ID, that college will help prepare for a career and employment after college, and that college will help increase independence. When asked about whether they felt they would be successful in college, most respondents still selected “agree”, but compared to other questions, more selected “not sure”. Only 28% of survey respondents agreed that their K-12 education had prepared them for college.

Access to Resources. 45% of survey respondents had not budgeted for college; this included households across all income levels. In looking at ability to pay for college costs, the majority of respondents could pay for a portion of college costs, but not all costs. 18% of respondents were unable to pay at all. In looking at community resources adults with disabilities access (and may use while in college), the most known resources were Community Centered Boards/Medicaid Waivers and Social Security Income/Social Security Disability Insurance. The least known resources (survey respondents selected “I don’t know what that is”) were Benefits Counseling (50%), Division of Vocational Rehabilitation (35%), and ABLE Accounts (35%).

Listening Sessions. To supplement responses in areas with lower regional engagement in the survey, IN! conducted listening sessions with disability professionals in Northern Colorado, Western Colorado, the Mountain Region, and the Pikes Peak Region. In all sessions, participants shared a need for more information for families about the college options that exist. In the Mountain Region and Western Colorado, participants reinforced the need for an option that was closer to home for students.

Summary. Compared to five years ago, more students with ID than ever are thinking about college and enrolling in college in our state. At the same time, there is much work still to be done to address barriers to college faced by these students. Throughout the rest of the report, we take an in-depth look at unique needs of various populations within the ID community. We look forward to collaborating with all who are interested in moving inclusive higher education forward; together we can continue our work to ensure all students with ID in our state have an accessible pathway to college.

Introduction

IN! is a non-profit organization founded in 2014 to advocate for college inclusion of students with intellectual disabilities (ID) in Colorado. IN! supports colleges and universities to open their doors to students with ID and raises awareness of current college options in Colorado.

Our initial efforts came to fruition in 2016, when Colorado Senate Bill 16-196 led to three colleges in Colorado (University of Northern Colorado, Arapahoe Community College, and University of Colorado Colorado Springs) opening their doors to students with intellectual disabilities. That year, 11 students with ID enrolled in college in Colorado.

Over the past five years, inclusive college options for students with intellectual disabilities have grown into a true reality in our state. In 2020, we witnessed the first graduates of inclusive higher education pathways in Colorado. Those first individuals with ID to enroll in college in Colorado have paved the way for many more students to come. Today, in 2021, 70 students with ID are attending college in Colorado via inclusive higher education pathways.

The movement for college inclusion continues to grow in Colorado. More and more students with ID are applying to college every year. IN! is incredibly grateful to the students, parents, educators, school districts, disability organizations, numerous volunteers, and many others who share the belief that all students, including those with intellectual disabilities, should be allowed to continue their education beyond high school if they have the desire and motivation to do so.

Purpose of the Survey

IN! recognizes there is a need for expansion of inclusive higher education in our state to ensure more and more students have access to college. To inform that expansion, IN! conducted a statewide needs assessment.

The purpose of the needs assessment was to:

- 1) Gain insight into the post-secondary interests of students with ID in Colorado.
- 2) Identify barriers students with ID are facing when considering college as an option in Colorado.

The survey measured college preferences and interests (location, type of school, etc.), college needs (financial, medical/personal care support, resources, other barriers), and beliefs about college (satisfaction, preparation, impact, etc.).

Survey results will be used to create and implement strategies to address barriers to college in our state. The results will also be used to inform expansion of inclusive higher education to a 4th institute of higher education in Colorado.

We would like to thank the many families of students with intellectual disabilities in Colorado who continue to inform the development of inclusive higher education in Colorado, whether by completing this survey, speaking on behalf of college inclusion, connecting with other families and professionals, and much more.

Methods

Survey Overview

The survey was intended for individuals with intellectual disabilities and/or their family members. It was open to individuals of any age who reside in Colorado. The survey ran from April-July 2021. The survey was run through Survey Monkey. All responses were anonymous. A version was available in English and Spanish. A copy of the survey is available in Appendix A.

Question Development

The survey questions were developed based on IN!'s original needs assessment (2015), conversations with prospective families over the past few years, input from disability organizations on areas/populations they serve and barriers they perceive, and input from staff working in the inclusive service offices at UNC, ACC, and UCCS. Technical assistance with survey question development was provided by an IN! board member, who works in healthcare research, and meetings with staff at JFK Partners, who conduct an annual external review of inclusive higher education in Colorado.

The goal in writing each question was to make it accessible to individuals with ID to complete independently, if they chose to do so. Each question is written so that the "you" refers to the individual with a disability. After creating the first draft, the survey was emailed to 30 parents and 10 individuals with ID who had a connection to IN!. 8 people completed the draft survey and were asked to provide feedback on the formatting and questions. Based on responses and feedback during the survey pilot, IN! staff made slight modifications to the survey.

Dissemination

The survey was shared with IN!'s eMarketing list, on social media, and sent out by chapters of the Arc of Colorado, many school districts and teachers across the state, disability organizations, individual parents and students, and others. Some school districts requested the survey receive approval from CDE before disseminating it. For this reason, the survey was submitted to the Colorado Department of Education. Approval was received by the Data Advisory Committee (Voluntary Form #IHE-101 approved for 2021-2022).

Ensuring Proportional Responses

It was important to IN! that our survey responses were proportionate to the ID population in Colorado. Each week while the survey was live, we looked at survey responses and compared them to the ID population based on region, race, and ethnicity. These weekly analyses informed where we concentrated efforts for further survey dissemination. By June, it was clear there were still areas where we had less responses than we would like (northern Colorado, western Colorado, Pikes Peak region, and the Hispanic/Latino population). To bridge those gaps, we conducted listening sessions with disability professionals and teachers in those areas in July using questions from the needs assessment. Information from those listening sessions can be found at the end of this report.

Survey Exclusions

Inclusive higher education is designed for students with intellectual disabilities, a population that has historically been denied access to college and not had access to appropriate levels of support on campus. There are many other students with disabilities who benefit from additional supports in college and occasionally turn to IN! for information. To ensure our data was most representative of individuals with intellectual disabilities, we created parameters for survey response exclusion (Table 1).

Table 1: Response Exclusion Parameters	
Incomplete	Survey was not completed past question 7 “Are you interested in attending college?”
Not interested in college	When asked, “Are you interested in attending college?”, the respondent answered “no”. A response of “no” skipped the survey forward to the final demographic questions. Consequently, we do not have answers from this group on what type of school they would like to attend or barriers they are facing.
Already in college	The respondent wrote in a comment stating they had already gone to college or were already in college.
Duplicate response	Several demographics aligned between two responses, suggesting this was a duplicate response. In order to not over-inflate these responses, only the most recent response was included.
Not an intellectual disability	The written in comments provided a disability that is not an intellectual disability (ex: twice exceptional) and/or the person does not use modifications and is not eligible for several government programs (DVR, CCB, transition, etc.). To be excluded, there had to be more than one item that suggested they did not have an intellectual disability.
Does not live in Colorado	Our intent was to focus on Colorado, so any out of state responses were excluded.
Age over 40	The responses received from older individuals were very different than those from younger individuals and suggested the individuals responding would not attend college, but might have if they were younger.

Overview of Respondents

272 survey responses collected

- English: 259
- Spanish: 13

76 responses excluded

- Incomplete: 33
- Not interested in college: 13
- Not the intended population: 30
 - o Already in college: 6
 - o Duplicate response: 4
 - o Does not have an intellectual disability: 10
 - o Do not live in Colorado: 6
 - o Age over 40: 4

196 Core Responses

272 responses collected, minus 76 exclusions, left 196 core responses for analysis (Table 2).

Table 2: Overview of Core Survey Respondents	
Primary Disability	Autism, Cerebral Palsy, Developmental Disability, Down syndrome, Fragile X, Intellectual Disability, Other Health Impairment, Traumatic Brain Injury, Genetic and Chromosomal disabilities, Other
Geographic Location	Metro area - 69%, Pikes Peak region - 13%, Western Central - 7%, North Central - 5.5%, Northwest - 2.5%, Southwest - 0.5%, Northeast - 0%, Southeast - 0%, Unknown - 2.5%
Age	Age under 9 – 1%, Age 9-11 – 5%, Age 12-14 – 12%, Age 15-17 – 32%, Age 18-21 – 29%, Age 22-25 – 6%, Age 26-29 – 6%, Age 30-39 – 2%, No response – 7%
Ethnicity	Hispanic/Latino – 20.4% of respondents
Race	White - 68.5%, Black - 6%, Two or more races - 4.5%, American Indian or Alaska Native - 3%, Asian - 2.5%, Other - 3.5%, No response - 12%
Gender	Male - 50.5%, Female - 37%, Transgender - 1%, No response - 11%
Household Income	Under \$25,000 - 7.5%, \$25,001-\$50,000 - 8%, \$50,001-\$75,000 - 11%, \$75,001-\$100,000 - 14.5%, \$100,000 or over - 32.5%, No response - 26.5%
Transition Plans	52% of respondents plan to complete their school district transition program, 18% do not plan to complete the transition program

Demographics of Survey Respondents

To have a clear understanding of the demographics of students with ID in CO we utilized demographic data compiled by the Colorado Department of Education (CDE) for students with ID, ages K-21, as a baseline. Below we look at comparisons of our survey respondents compared to the CDE data.

CDE segments the state into 8 regions (Figure 1). While we obtained responses from all but 2 regions, our survey was less representative of some regions than we had hoped (Figure 2). In regions where response rates were lower, we hosted listening sessions with disability professionals from those areas.

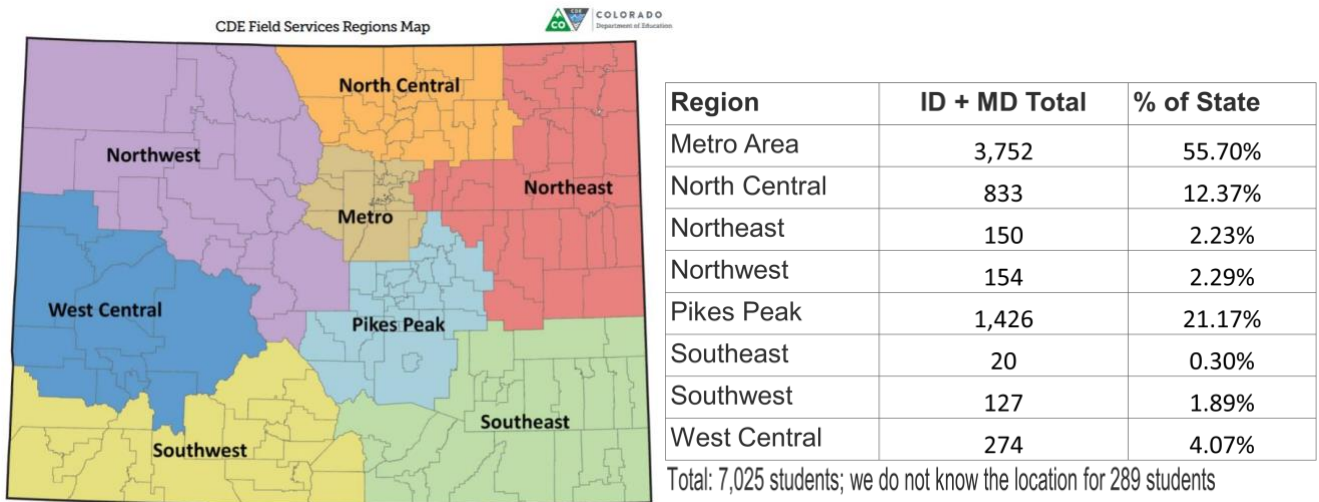


Figure 1: Colorado Department of Education region map

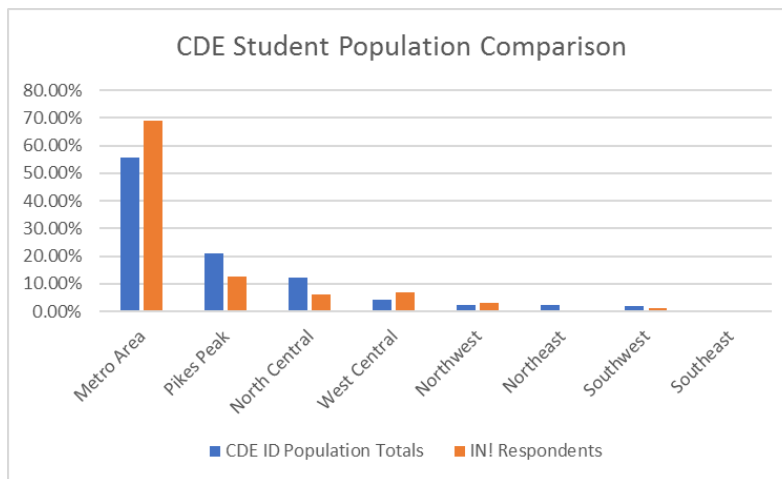


Figure 2: Regional location of IN! survey respondents compared to distribution of students with ID in the state.

Race/Ethnicity

CDE and IN! report race/ethnicity slightly differently. CDE includes Hispanic/Latino in race data, whereas IN! reports Hispanic/Latino as ethnicity, separate from race data. For reference, when an individual on the CDE data selects Hispanic/Latino they are removed from any other race data. In the IN! survey, respondents were asked separately about race (Figure 3) and ethnicity (Figure 4). For example, looking at the IN! survey, 8/10 of the respondents selecting Native American as their race selected Hispanic/Latino for their ethnicity. In the CDE data (Figure 5), they would have been solely reported as Hispanic/Latino.

Further, IN! chose to separate out race information amongst 2 or more races, Asian, American Indian/Alaskan Native, and Native Hawaiian/other Pacific Islander, whereas they are combined in CDE data as “All other races”.

While the comparison between the two sets of data cannot be 100% correlated, when looking at race/ethnicity our survey found to have an over representation of White students and an underrepresentation of Hispanic/Latino identifying students.

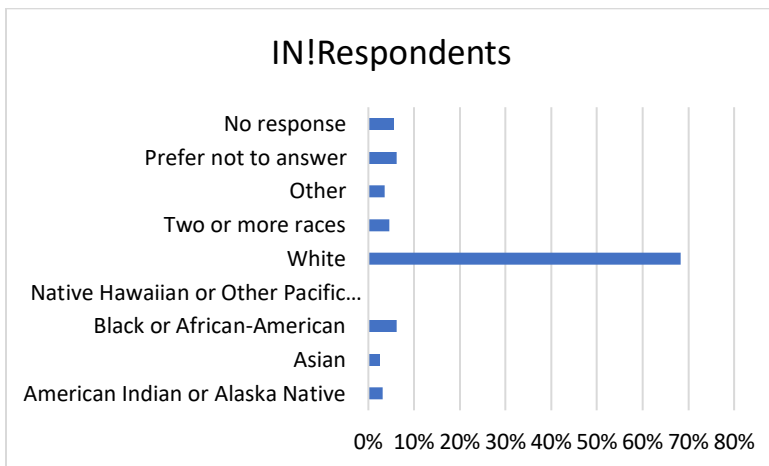


Figure 3: Race reported by IN! survey respondents.

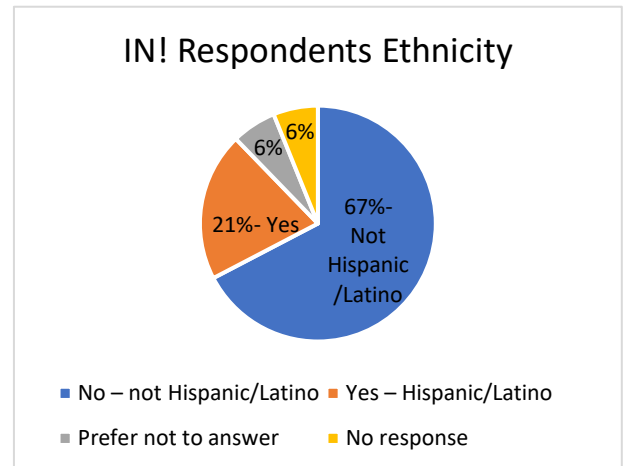


Figure 4: “Are you Hispanic/Latino?”

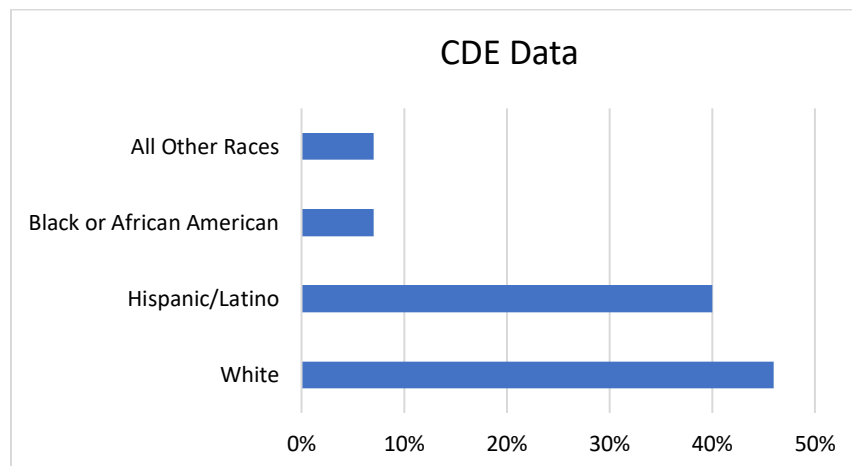


Figure 5: Racial demographic data for K-12 students with ID in Colorado, reported by CDE.

Primary Disability

IN!’s survey and CDE categorize disability slightly differently. However, the data comparison below shows that the IN! survey (Figure 6) followed closely with the breakdown of disability in the general student population for Colorado (Figure 7).

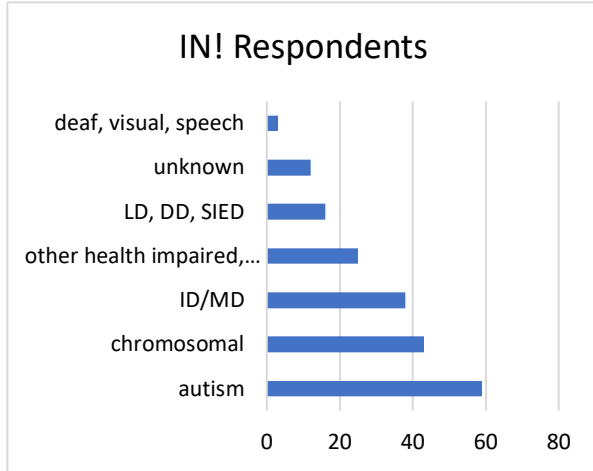


Figure 6: Primary disability reported by IN! respondents.

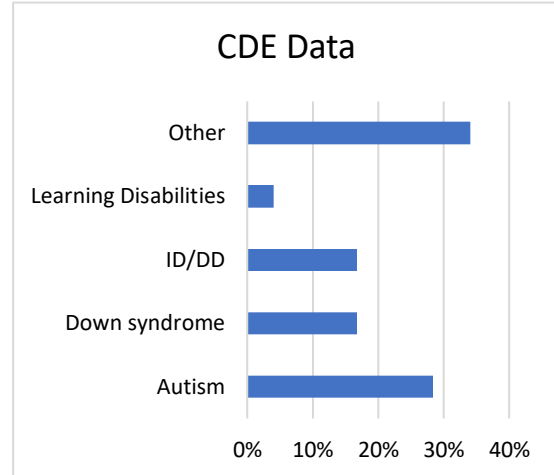


Figure 7: Prevalence of disability reported by CDE.

Other Demographic Data

The remaining demographics (family household income, age, and gender) are depicted in the charts below. While we do not have a comparison with CDE data for these demographics, they were helpful in ensuring we had a broad representation of respondents.

The family household income skewed slightly higher than average with over 60% of respondents reporting a family household income over \$100K (Figure 8). However, to put this into context, a study conducted in 2005 from UCLA reports that nationally, freshman entering college came from households with a parental median income of \$74K. Additionally, census data shows median family income in Colorado to be \$72K.

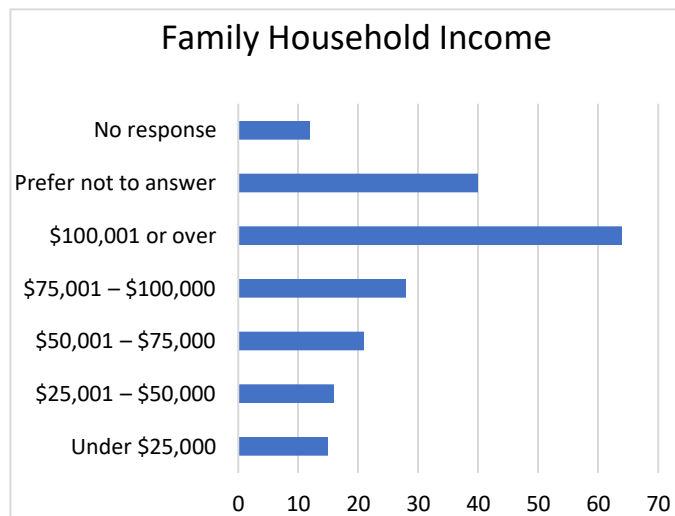


Figure 8: Annual household income reported by IN! survey respondents.

The age of respondents was of interest (Figure 9). While responses appear skewed to ages 15-21, these respondents are college aged and were one of the main targets of the survey. These groups (15-17 and 18-21) had close to the same number of responses. This coincides with students often participating in transition services (18-21 programs in K-12) prior to entering college (Figure 10). The survey respondents drop off significantly after age 21. Several of the older respondents wrote comments that they would have preferred to attend college when they were younger.

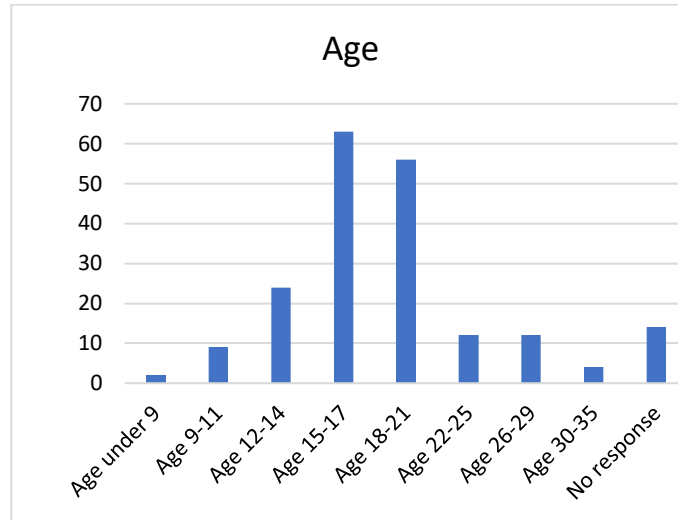


Figure 9: Age of IN! survey respondents; family members completing on behalf of a loved one were asked to report the age of the individual with ID.

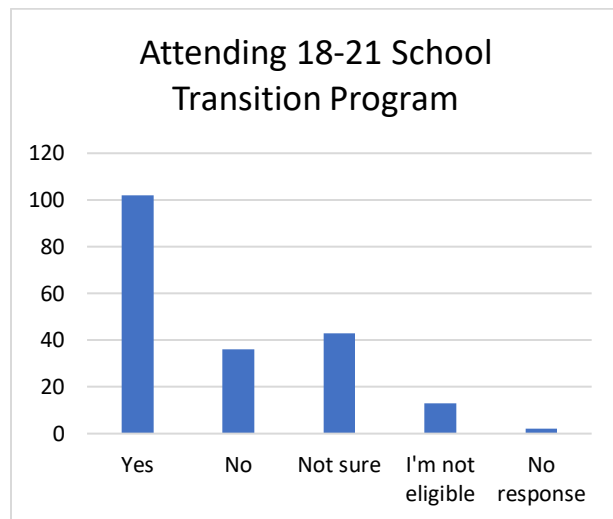


Figure 10: Respondent plans to attend their school district 18-21/transition program.

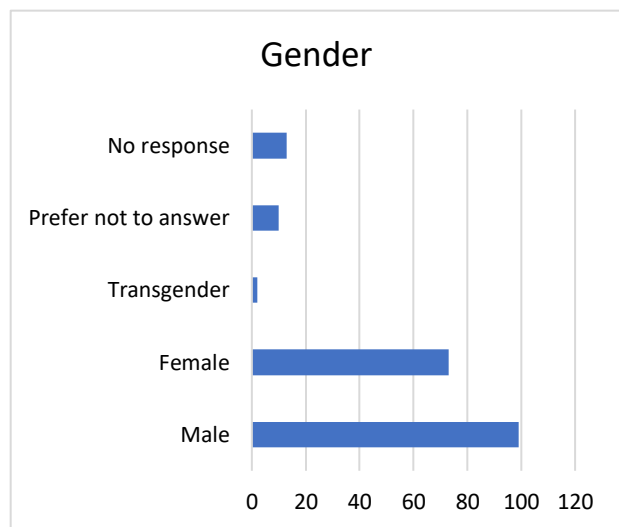


Figure 11: Gender reported by IN! survey respondents.

Results

College Awareness

The first set of questions on the survey focused on awareness of college options in Colorado, assessing the respondent’s familiarity with current options for students with intellectual disabilities (ID) in our state. At the time of the survey, three colleges in Colorado offered support to students with intellectual disabilities through inclusive higher education pathways. 48% of respondents reported that they were aware of these options, 43% reported they did not know about these options, and 8% selected “Not sure” (Figure 12).

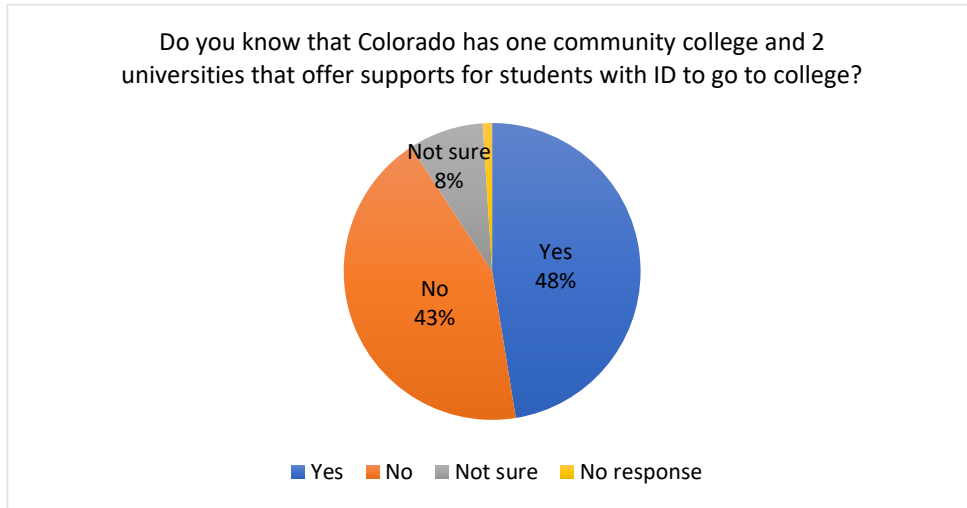


Figure 12: Awareness of college options in Colorado for students with ID.

The majority of survey respondents (72%) had not received information from their school about college as an option (Figure 13). The number of people who said they know about the options (48%) is far higher than the number who said they learned about the options through their teacher (19%). This suggests families are learning about the college options outside of school.

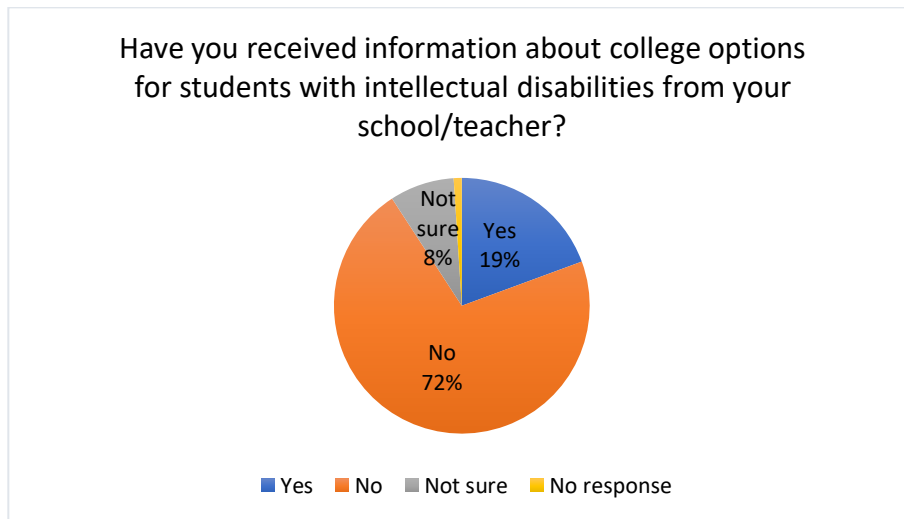


Figure 13: Percent of students who received information on college from their school.

College Awareness by Age

Because the number of respondents in age group 15-17 (63 people) and age group 18-21 (56 people) was similar, an analysis was done to compare differences in college awareness between these two age groups. From ages 18 and up, respondents were more likely to know that Colorado has three college options for students with ID (Figure 14). In addition, 36% of students ages 18-21 reported they had received college information from their teacher/school, compared to only 12% of students ages 15-17 (Figure 15). This difference could be due to survey dissemination with more transition teachers sending the survey out than high school teachers, but it also trends with what IN! has heard from families. Many families share that teachers wait to tell them about college until they are close to graduation.

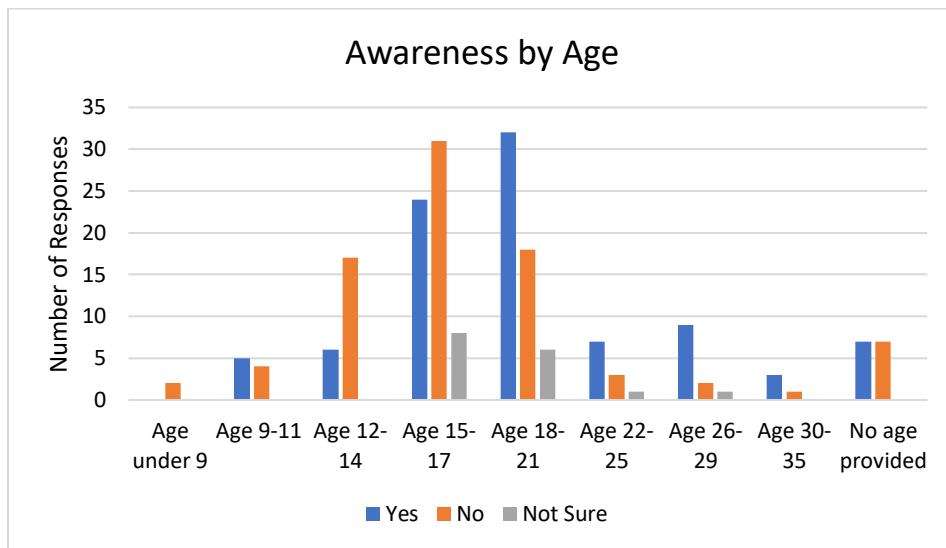


Figure 14: Responses grouped by age for “Do you know that Colorado has one community college and 2 universities that offer supports for students with intellectual disabilities to go to college?”.

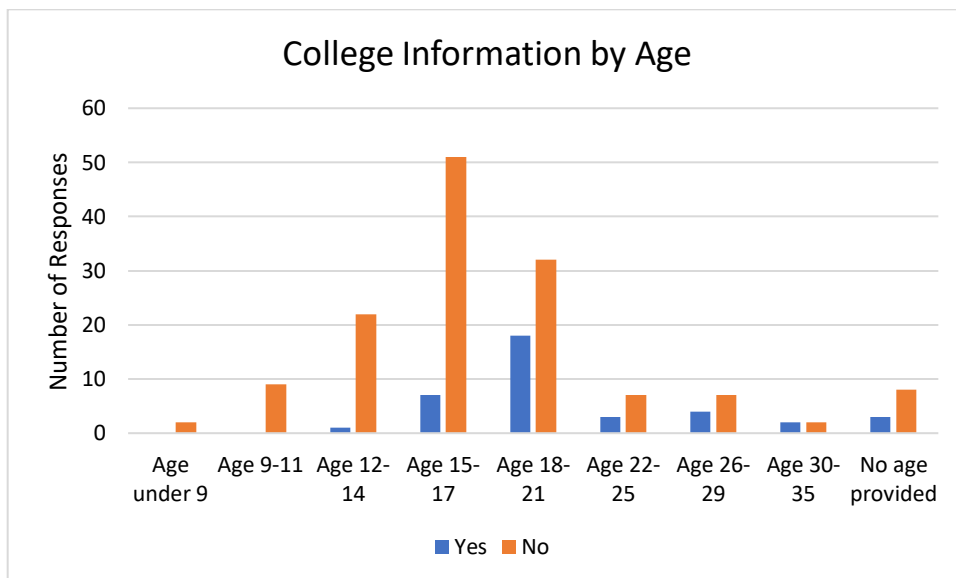


Figure 15: Responses grouped by age for “Have you received information about college options for students with intellectual disabilities from your school/teacher?”.

College Awareness by Region

There are no significant regional trends regarding college awareness (Figure 16). Respondents who answered yes for either question (awareness of 3 options in Colorado and information received from school) are spread across the state and spread throughout the regions represented. There is no significant trend in college awareness by school district, suggesting that awareness within K-21 schooling is still at the teacher level.

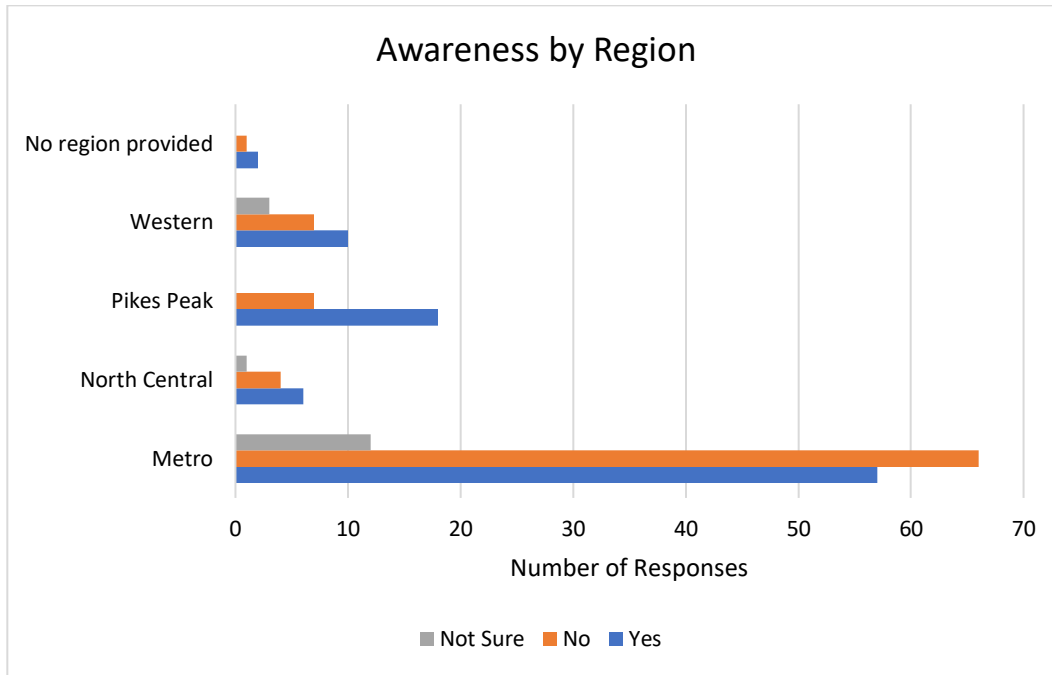


Figure 16: Awareness of the three college options in Colorado, broken down by region.

Satisfaction with Current College Options

When asked how satisfied they are with the college opportunities currently available in Colorado for students with intellectual disabilities (Figure 17), the greatest response selected was “I don’t know enough to answer”, with 40% of respondents (78/196) selecting this option; 80% of those individuals also reported they did not know about the three college options in Colorado. For the remaining respondents, satisfaction (25%) only slightly outweighed dissatisfaction (21%).

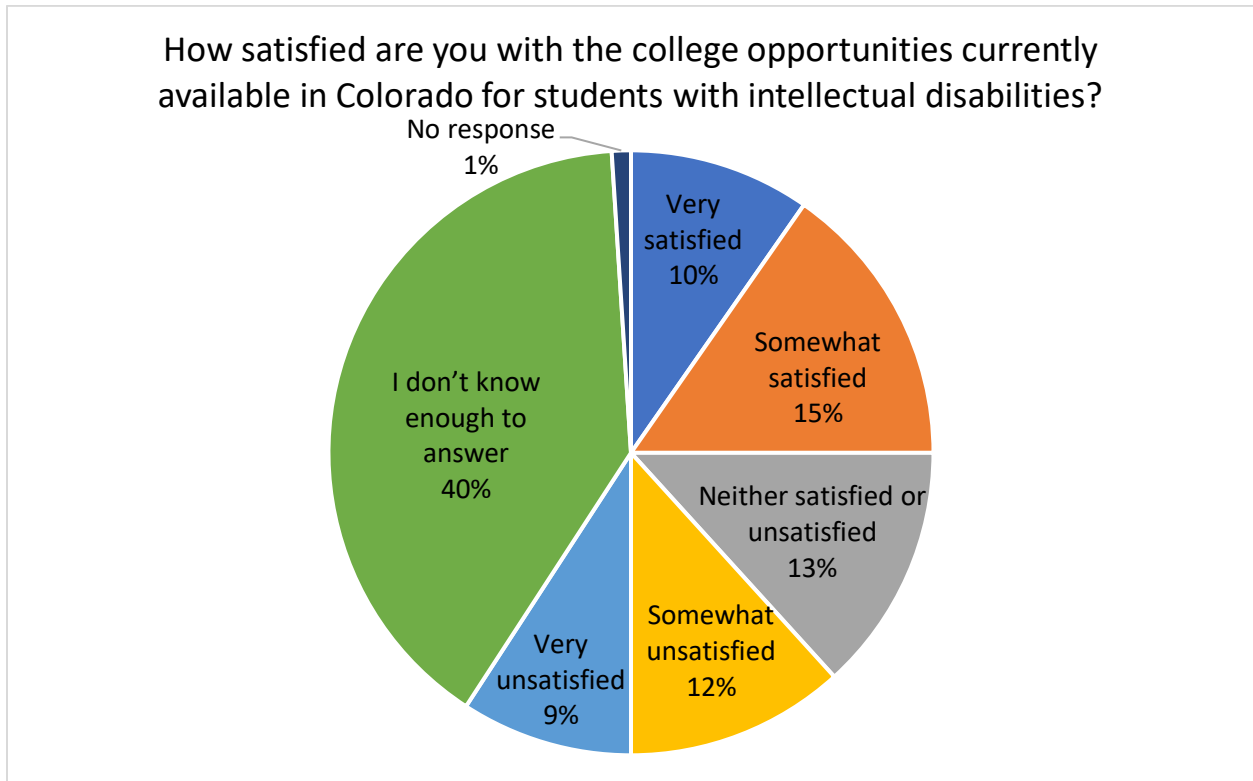


Figure 17: Respondent satisfaction with current college options in Colorado for students with ID.

Factors contributing to dissatisfaction include level of care support, preference for a college location within commuting distance of the respondent’s home, and beliefs about college preparation. Information on each of these can be found in their respective areas of this paper.

College Preferences

The college interest questions were intended to assess what type of college students with intellectual disabilities have the most interest in attending. This included preference for location of the school (in relation to the student’s hometown), type of institute of higher education (community college, state university, trade/vocational school, private university, religiously affiliated college, junior college, other), and questions about what is important to the student when considering a college option.

First, survey respondents were asked about their general interest in attending college. When asked “Are you interested in attending college?”, respondents were slightly more likely to say “yes” (58%), versus “maybe” (42%) (Figure 18).

13 survey respondents were not interested in attending college. Their responses were excluded from the general summary, thus are not shown here; more information on this group is available at the end of the paper.

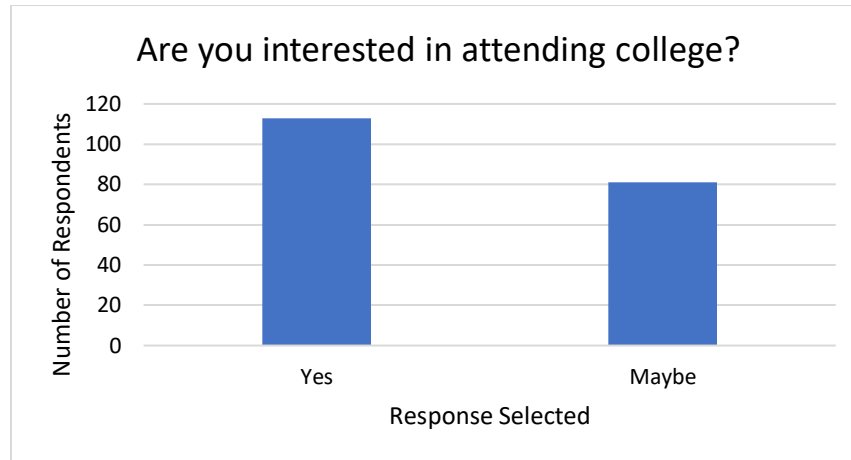


Figure 18: Number of respondents who answered “yes” or “maybe” when asked if they were interested in attending college.

School Location Preference

The majority of survey respondents would prefer to attend college somewhere in Colorado (88% or 172/196), with a preference for local and regional options (Figure 19). 63% of people who wish to stay in Colorado for college prefer an option within commuting distance of their home, 17% prefer an option within a 4-hour drive from home, and 20% would consider an option anywhere in Colorado. Across all regions, the greatest preference is for a commuting option (Figure 20).

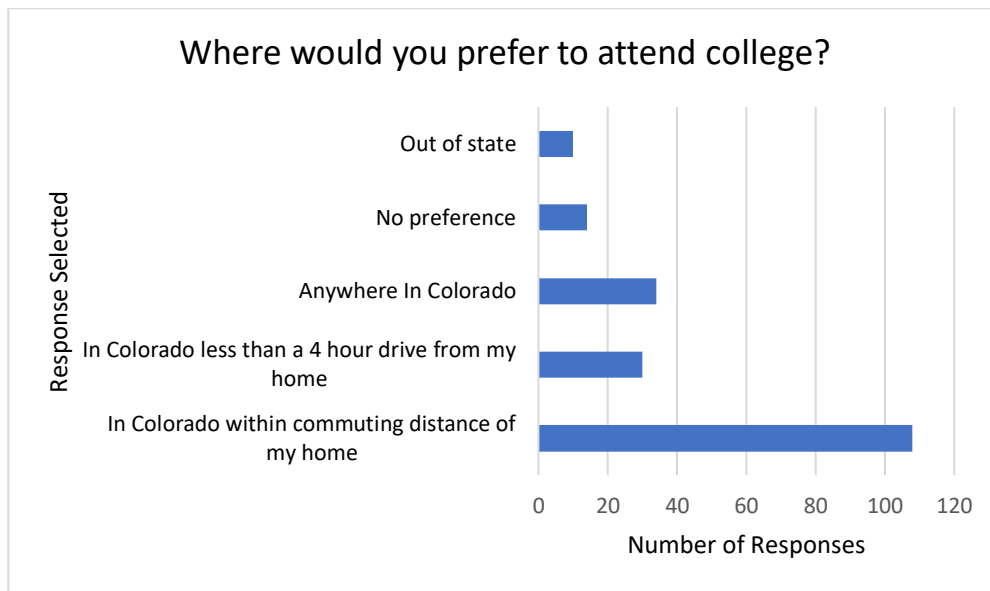


Figure 19: Respondent preferences for college location.

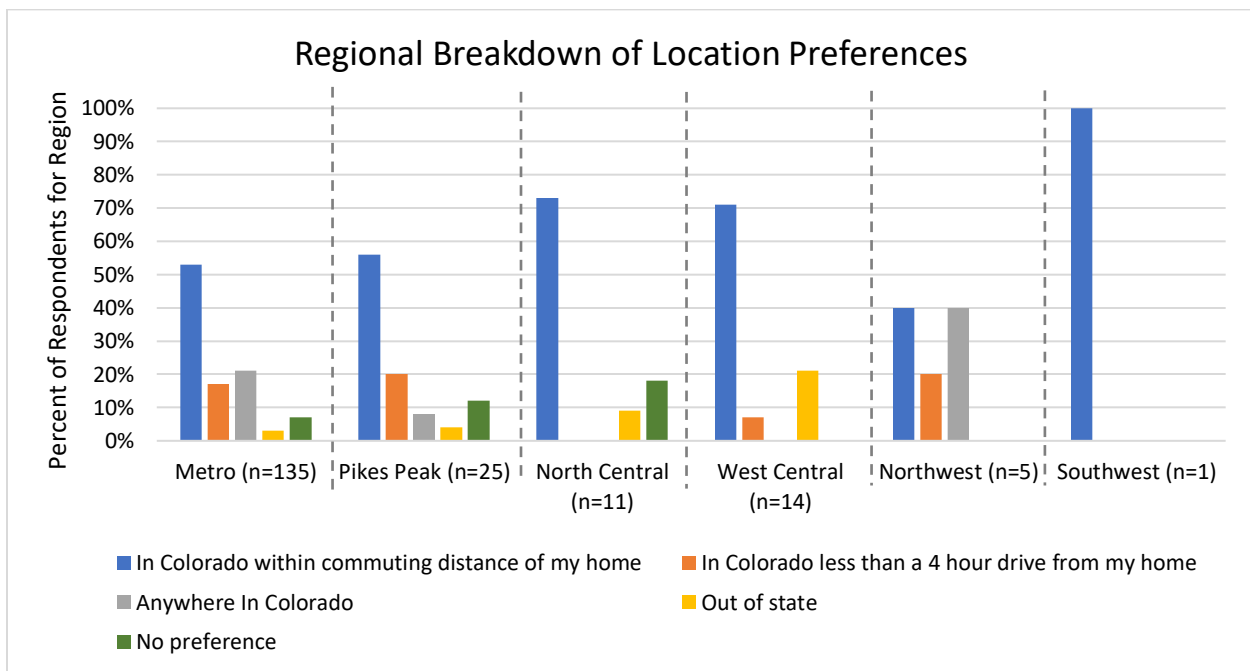


Figure 20: Respondent preferences for college location, shown by region of respondents.

In Colorado, within commuting distance of my home

108 survey respondents (55%) selected a preference for a college option within commuting distance of their home.

The cost and field of study available was no more likely to be a factor in selecting this option than with respondents who preferred non-commuting options. The main contributing factor was a desire to live at home. Responses were as follows:

- 58/108 selected “I can easily get to school”
- 57/108 selected “I want to live at home”
- 16/108 selected “I want to live on campus”

Within commuting distance is the location option with the greatest statewide representation. 10/14 respondents from West Central selected commuting distance, 8/11 respondents from North Central (Longmont north to Fort Collins) selected commuting distance, and approximately half of respondents from both the Metro and Pikes Peak regions selected commuting distance.

Respondents who selected commuting distance and currently live within commuting distance of a school offering inclusive higher education showed higher satisfaction than respondents in areas that did not have a local option. In areas where inclusive higher education options do not exist, respondents showed greater dissatisfaction (Figure 21). In the few cases where respondents from those areas did report satisfaction, the respondents did not select an option within commuting distance. For example, only 3/20 respondents from West Central expressed any level of satisfaction, but those 3 also preferred an option “Anywhere in Colorado” or “Out of State”.

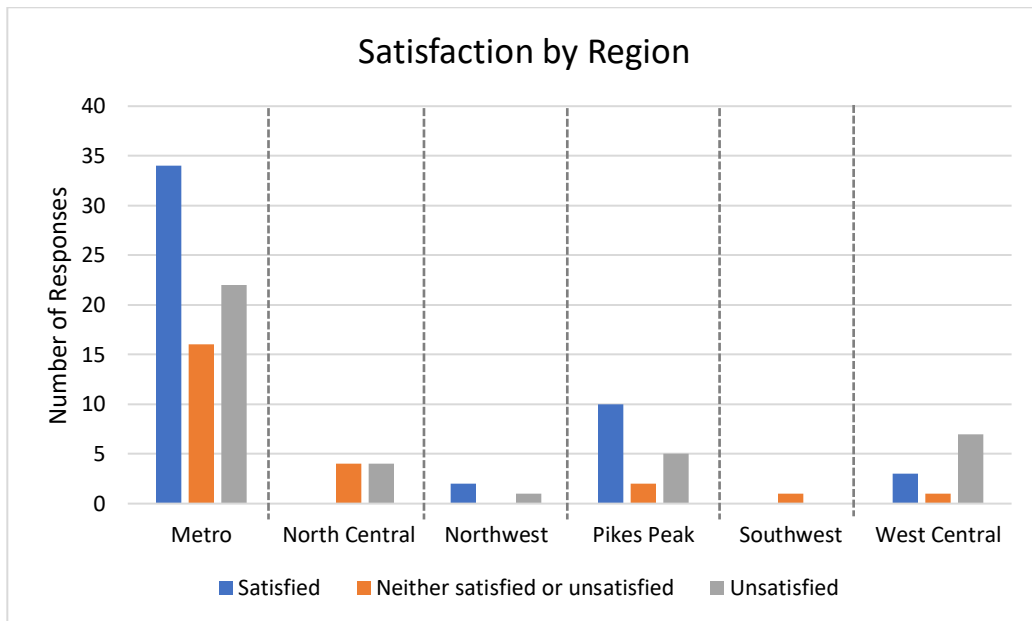


Figure 21: Satisfaction regarding current college options, reported by region.

Comments from respondents who prefer a commuting distance, but do not currently live near an inclusive higher education option are highlighted in Table 3.

Table 3: Comments about Preference for a Local Option [County, Region]
“Need a college option on the western slope, Grand Junction. Want inclusive residential options. I am now working so I missed the college window when my same age peers were attending. I have moved on but I wish I had had the option when my peers were attending higher education.” [Montrose, West Central]
“I would love to go to Colorado Mesa University!” [Mesa, West Central]
“Front Range Community College is by me and I would like to go there.” [Adams, Metro]
“I will not be able to drive myself so something local would be great!! We have a university and a community college in my town (Pueblo) I would love to be able to attend one of them.” [Pueblo, Pikes Peak]
“Able to get to and from home to campus. Either getting a ride or having a parent take me.” [Larimer, North Central]
“Safe Housing and the Cost of attending are the two biggest barriers. We live in a small community so living at home is not an option unless transportation is provided. Colorado Springs would be an hour commute one way. The only current option that includes safe housing is Greeley and that is cost prohibitive.” [Fremont, Pikes Peak]
“CU Boulder would be a nice addition to the list!” [Boulder, Metro]
“Please look at offering options to day program providers to offer their clientele ways to participate virtually. Learning still can happen after the age of 21 and these individuals could benefit greatly from what you are teaching in universities. It would also be a nice way to work on social skills and could offer visual representation of what life could look like with you have a disability.” [Larimer, North Central]
“Are there any prep for college classes that could be offered in partnership with PASAs in our county so that learning could continue to happen?” [Larimer, North Central]
“Opportunity on the western slope” [Montrose, West Central]
“I would think about a college program if it was located near my home town.” [La Plata, Southwest]

In Colorado, less than a 4 hour drive from my home

The survey delineated between attending college anywhere in Colorado and within a 4-hour drive as many students and families have shared over the past few years that they feel more comfortable being able to get to each other quickly if needed. IN! has also heard from families outside of the Front Range that the distance to schools in the Front Range is a barrier to college.

30 survey respondents (15%) selected a preference for a college option located within a 4-hour drive of their home. While this group has several regions represented (West Central, Northwest, Pikes Peak, Metro), it is predominately people from the Metro area (23/30). One individual from West Central and one individual from Northwest selected this option. In both of those cases, the individuals selected a preference for living on campus; living in more rural areas of their regions, neither lives within commuting distance of a residential college.

Anywhere in Colorado

34 survey respondents expressed a preference to attend college “Anywhere in Colorado”. There were no notable trends in their medical/personal care needs, socioeconomic status, or what they wanted a college to provide.

There is an overrepresentation of survey respondents in this category who are from the Metro area. For the survey at large, 67% of respondents reside in the Metro area of Colorado, but for “Anywhere in Colorado”, 82% of respondents are from the Metro area. This trends with comments IN! hears frequently from families outside of the metro area who have a strong preference for a school closer to home and in a less urban area (Table 3).

Additionally, survey respondents were split on the type of college they preferred and the need for housing options. 12 people chose a state university and 8 chose community college. 17/34 (50%) respondents selected “I want to live on campus” as a factor for why they chose their preferred type of school.

Out of State

10 survey respondents expressed a preference to attend college “Out of State”. There were no notable demographic trends for this group. 6/10 respondents did note cost as a factor in their decision, which is slightly higher than other groups, but hard to compare due to the small numbers. When asked about ability to pay for college, these respondents were split between “I could not pay at all” and “I could pay a portion”.

4 individuals in this group selected trade/vocational schools as their preferred type of school; those respondents were spread across the state. In addition, while the numbers are small, there is a slight overrepresentation of individuals from the West Central area and underrepresentation of individuals from the Metro area.

No Preference

14 survey respondents selected “No Preference” when asked where they would like to attend college. 9 individuals (65%) in this group range in age from 13-17, suggesting a younger age may be contributing to not having a preference in school type.

School Type Preference

64/196 (33%) respondents were “Undecided” on their preferred type of school (Figure 22). With “Undecided” as the largest response category, this suggests there are many other factors besides school type that go into deciding on a college. It may also suggest students are open to considering different types of schools based on what will best meets their needs, including factors like housing, access to commuting options, medical/personal care supports, cost, etc.

Beyond “Undecided” the top preferred school types were State University and Community College, each with 41 respondents (21%), closely followed by Vocational/Trade school, with 34 (17%) respondents. There was little interest expressed in Junior Colleges, Religiously Affiliated schools, and Private Universities, with under 5 respondents each.

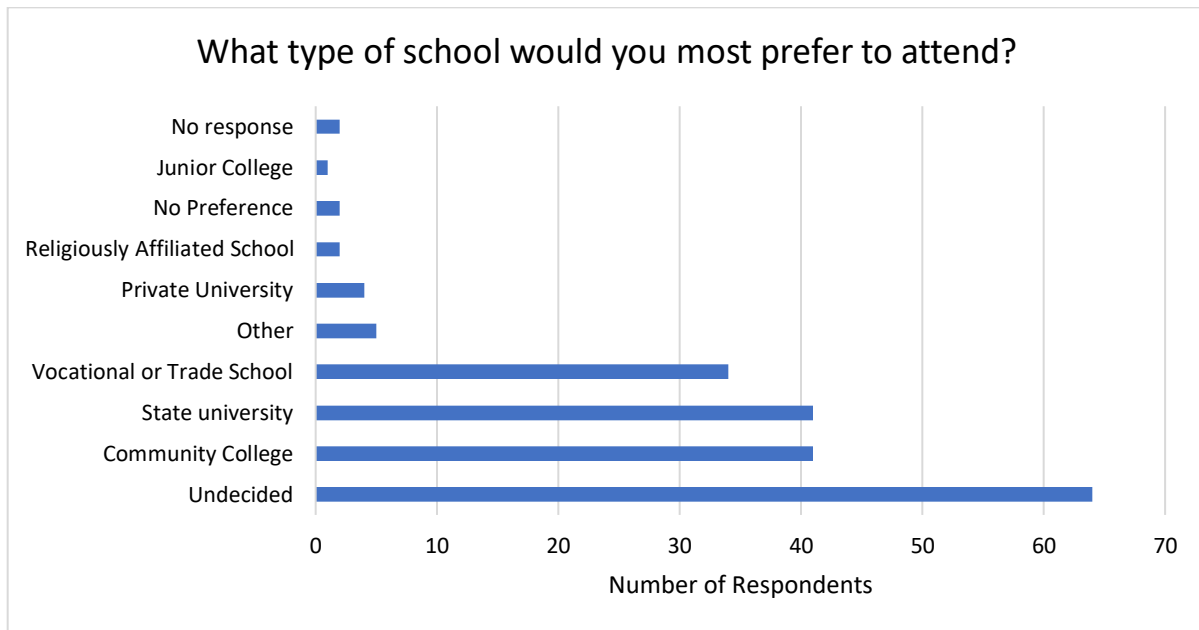


Figure 22: Respondent preference for type of college.

Five respondents selected “Other” for school type. Reasons for selecting “Other” are outlined in Table 4.

Table 4: Write in options for type of school
“Online with the option of in person classes so I can live at home for a bit more”
“Depends on the college that offers what I am interested in (computers)”
“Sports Management Public Relations in Sports”
“Community college, State University or Vocational School”
“A school that would help me continue to learn life skills and live on my own, but help me with reading and math.”
“Any that have the program I want.”

Across all regions, close to 1/3 or more of all respondents were undecided about their preferred type of school (Figure 23). The North Central group (11 respondents) shows less preference for State University than other regions. To date, University of Northern Colorado has not had any students from their region (North Central) enroll in inclusive higher education. The responses collected on the needs assessment may help to explain this. Students in the North Central group were more likely to report “I can easily get to school” (7/11). Those respondents live in the Fort Collins and Longmont areas, where there are extremely limited options for daily commuting to Greeley. In addition, only 2/11 had a preference to live on campus. The respondents in this group did live within commuting distance of other state universities, but did not select that school type as their preferred option.

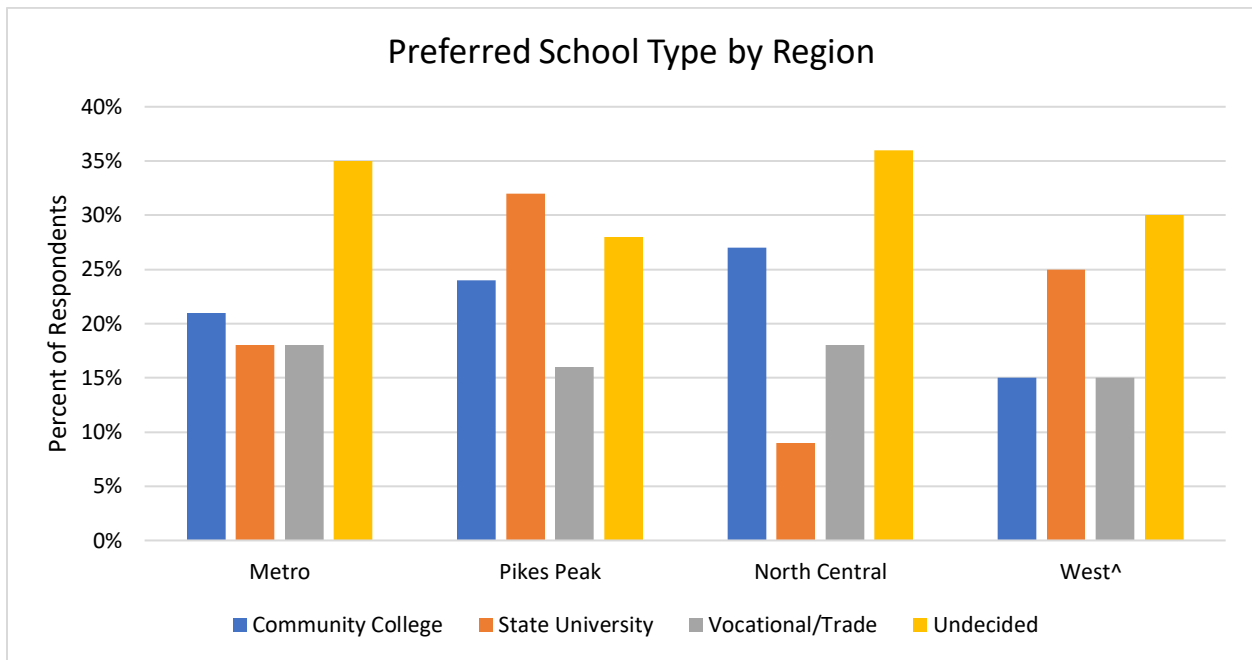


Figure 23: Regional preferences for type of college.

*College types with less than 5 responses excluded (Junior College, Private Uni., Religiously Affiliated, No Preference, Other)

^Due to small numbers for Northwest and Southwest, groups were combined with West Central to create West

Generalizations cannot be made about students who want to attend a university. While the majority of respondents who selected Trade/Vocational, Community College, or Undecided selected a preferred location within commuting distance of their home, respondents who selected State University were divided in their preference for location (Figure 24). For State University, responses were split nearly evenly between “Within commuting distance” (29%), “Within a 4-hour drive” (27%), and “Anywhere in Colorado” (29%). This demonstrates that a preference to attend a state university does not necessarily correlate to wanting to move away from home or outside of a student’s home region. Responses of individuals who chose a State University within commuting distance of their home (12/41) all currently live within a 45-minute drive of a state university. These respondents were not specific to one area of the state. They also had varying preferences for housing, with some wanting to live on campus and others wanting to live at home.

Likewise, generalizations should not be made about individuals who selected “Undecided” for their school type. Within this group, the majority selected a location within commuting distance of their home, but were also split on whether they wanted to live on campus or at home.

Finally, a group of respondents who preferred Community College also selected a location “Anywhere in Colorado”. Only 1 individual in this group selected that they want to live on campus. The rest either preferred to live at home or made no comment about housing.

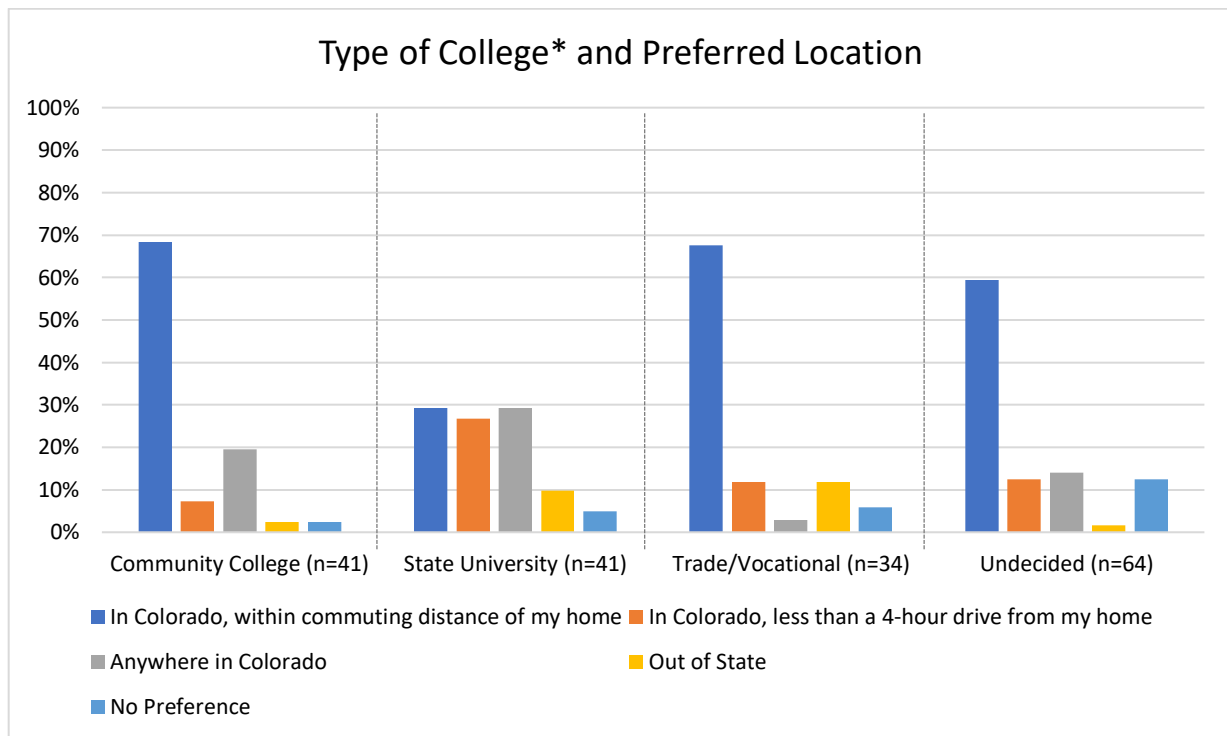


Figure 24: Graph comparing preference in location by type of preferred school.

*College types with less than 5 responses excluded (Junior College, Private Uni., Religiously Affiliated, No Preference, Other)

Deciding Factors

After selecting a preferred type of school, respondents were presented with a list of options to choose from that informed their decision. The top-ranking factor for choice was housing. When put together, responses of “I want to live at home” and the inverse “I want to live on campus/move away from home” account for 65% of respondents (Figure 25).

The next ranking factor is “They have what I want to study” (n=95, 48%). This was selected more by respondents who preferred a State University and Trade/Vocational schools, and less by those that selected Community College.

Area of study is followed by “The cost is a factor in my decision”, with 43% (n=85) of respondents selecting this option. Cost was a common factor across school types.

Cost is closely followed by “I can easily get to school” (n=82). While more Community College respondents selected this compared to other school types, this variable was selected by at least 25% of respondents for each school type, including those who were undecided on school type.

23 people wrote in other comments. The majority of comments were related to supports that are embedded into inclusive higher education or were asked about in the following ‘College Supports’ section of the survey.

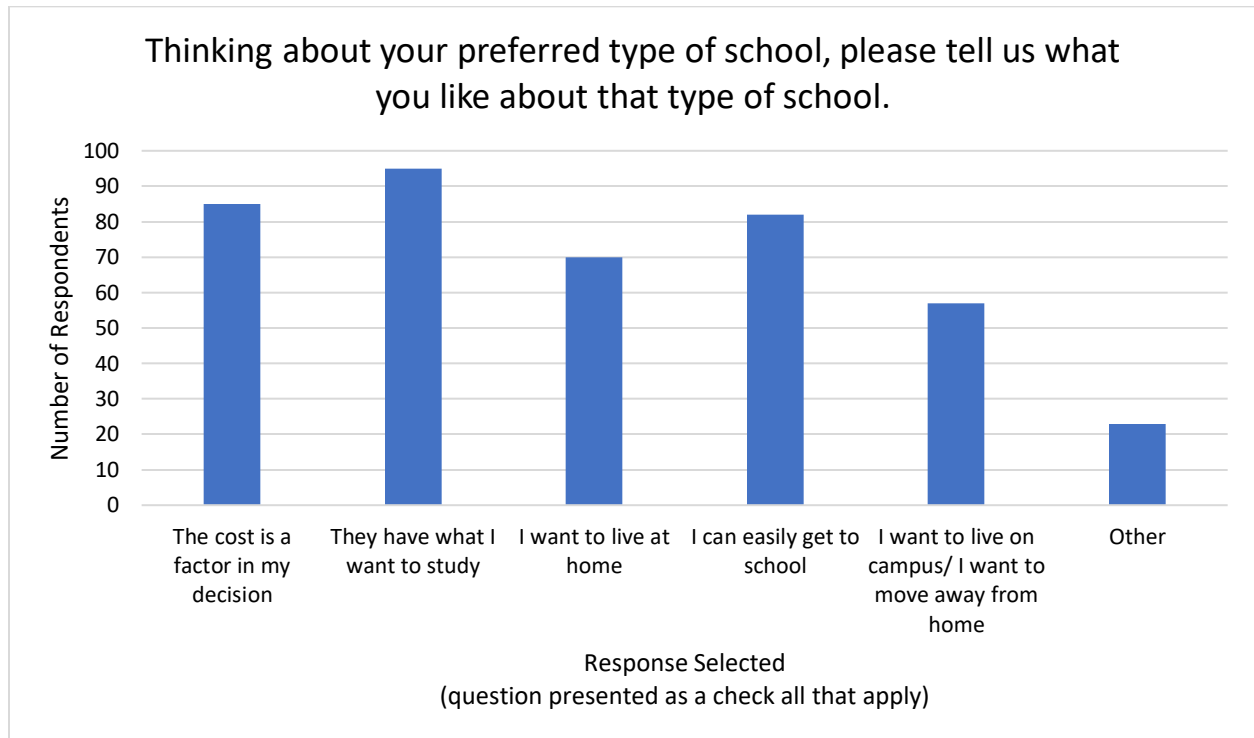


Figure 25: Factors contributing to a student’s preferred type of college.

In looking the importance of factors presented and the school type a student prefers, there are differences in how important students find housing and fields of study to be.

Living at home is the most common contributing factor for selecting Community College, followed closely by easily getting to school (Figure 26). Living on campus is the least important factor for Trade/Vocational schools and Community College. In contrast, living on campus is the second most important factor for selecting a State University.

“They have what I want to study” is more specific to State University and Trade/Vocational schools, and less significant for those that selected Community College.

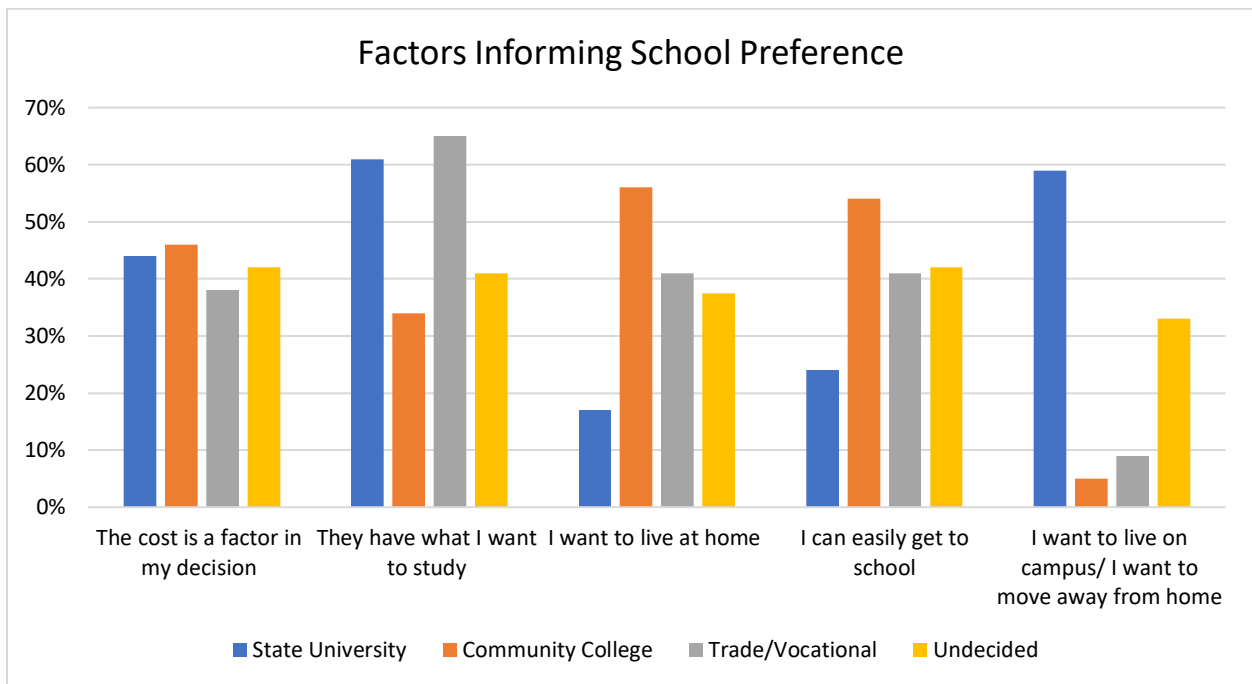


Figure 26: Factors contributing to a student’s preferred type of college, shown by type of college selected.

Support Needs

Programmatic Supports

Survey respondents were asked to select which components of inclusive higher education were important to them when considering a college (Figure 27). There was no limit on the number they could select.

The top three choices were: “I will develop job skills and have employment opportunities” (86%), “I will further develop my social skills” (80%), and “I will further develop my independent living skills” (75%), and “There are plans in place to make sure I am safe on campus” (71%). This aligns with the pillars of inclusive higher education and reinforces the current structure of pathways available in Colorado which emphasize development in four main domains: academics, social, career, and independence. While a few survey respondents wrote comments suggesting a preference for only one or two of the pillars, the vast majority show a preference for development in all realms.

The least important variable was “The college has on campus housing options” (32%). Whether or not a student prefers to live on campus, there was still an importance placed on “development of independent living skills”. With a significant preference for the development of independent living skills, more needs to be done to understand the expectation families have of which independent living skills will be developed, particularly for students who prefer to live at home, recognizing that not all students have goals to live away from their parents during and/or after college.

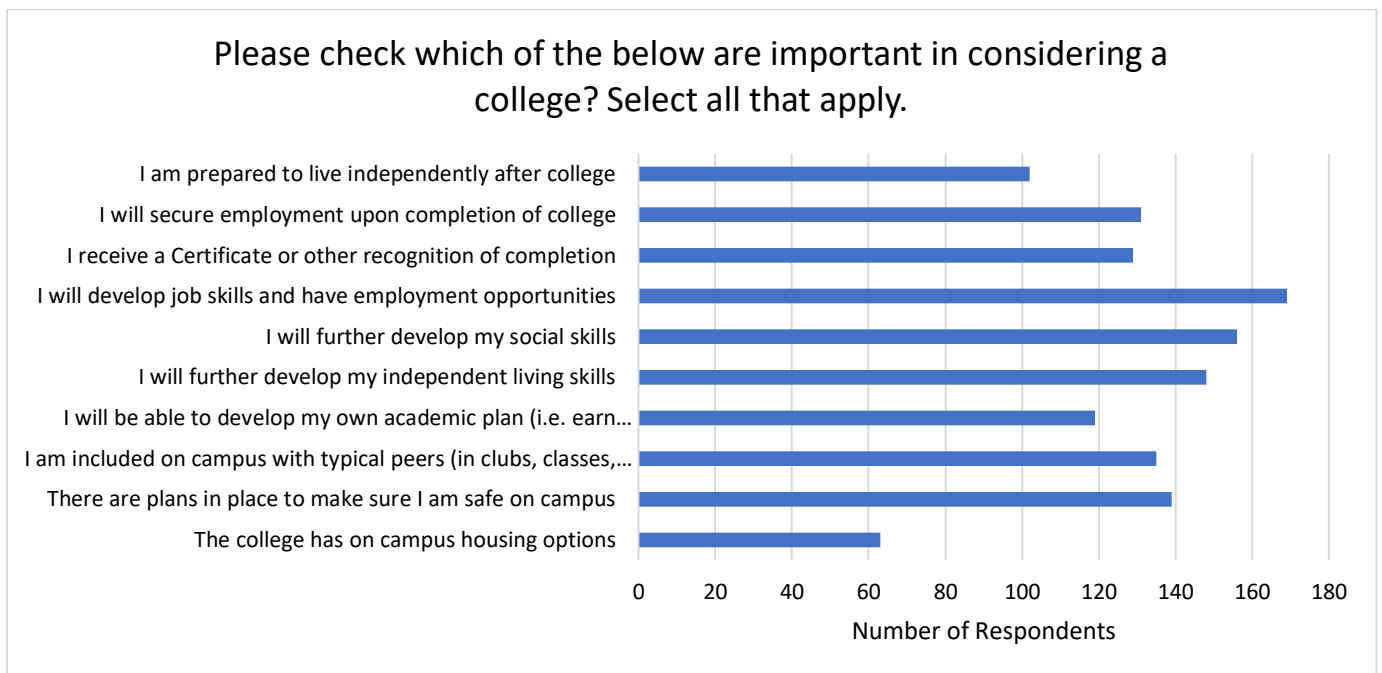


Figure 27: Number of respondents who selected each of the provided statements about factors that may be important when considering a college.

In looking at key differences between type of school selected and the importance of different components, responses from individuals who were undecided on their preferred college type were similar to those who selected a State University (Figure 28).

There were some key contrasts between Trade/Vocational and Community College. Individuals who selected a trade/vocational school were slightly more likely to select “I will develop job skills and have employment opportunities” (94%), compared to 72% for community college respondents. In addition, “I receive a certificate or other recognition of completion” was selected by 79% of Trade/Vocational respondents and only 54% of Community College respondents.

Preference for school type was also looked at in comparison to the two largest primary disabilities reported by survey respondents – Autism and Intellectual Disability. Both disabilities are represented across Community College, Trade/Vocational, State University, and Undecided, with no notable difference in the type of school preferred by respondents with these disabilities.

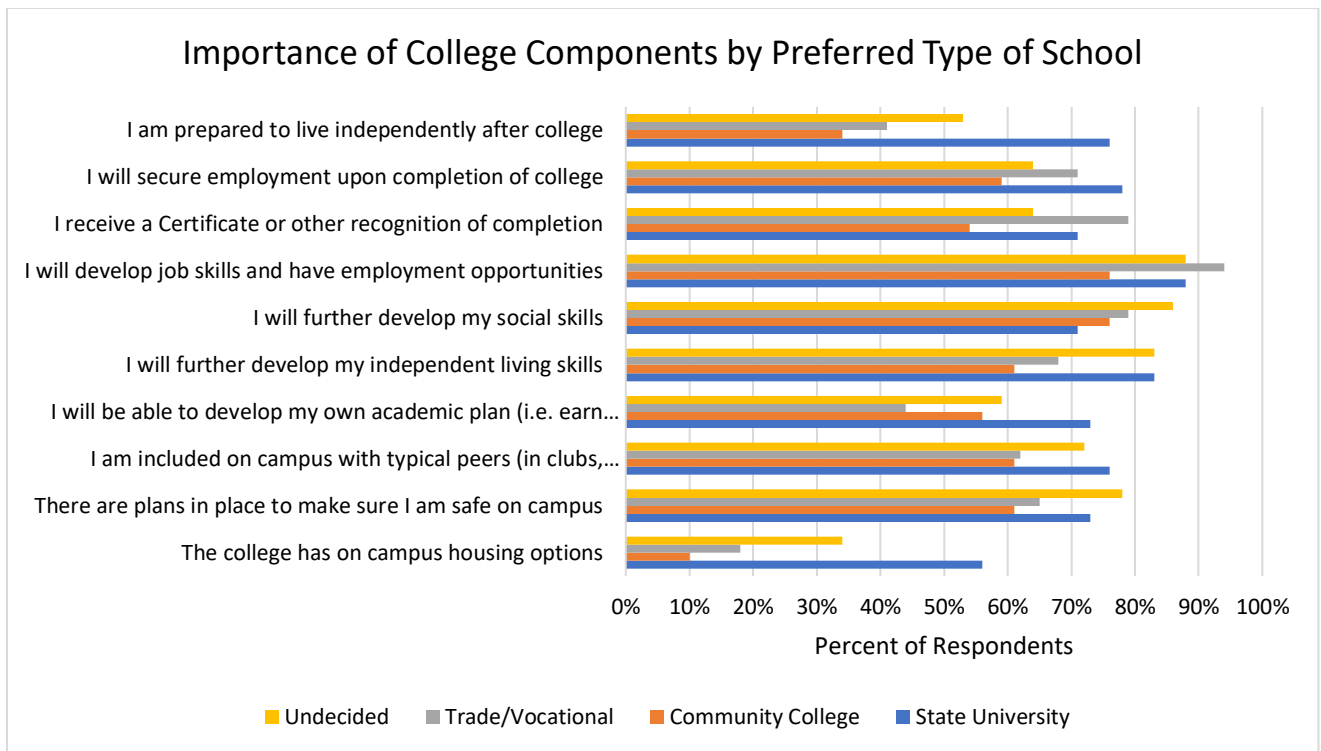


Figure 28: Percent of respondents by school type that selected each of the college components listed.

Medical/Personal Care Supports

The next set of questions took into consideration the varying health and medical needs of individuals with disabilities. The majority of respondents (66%) reported needing some form of medical/personal care support (Figure 29).

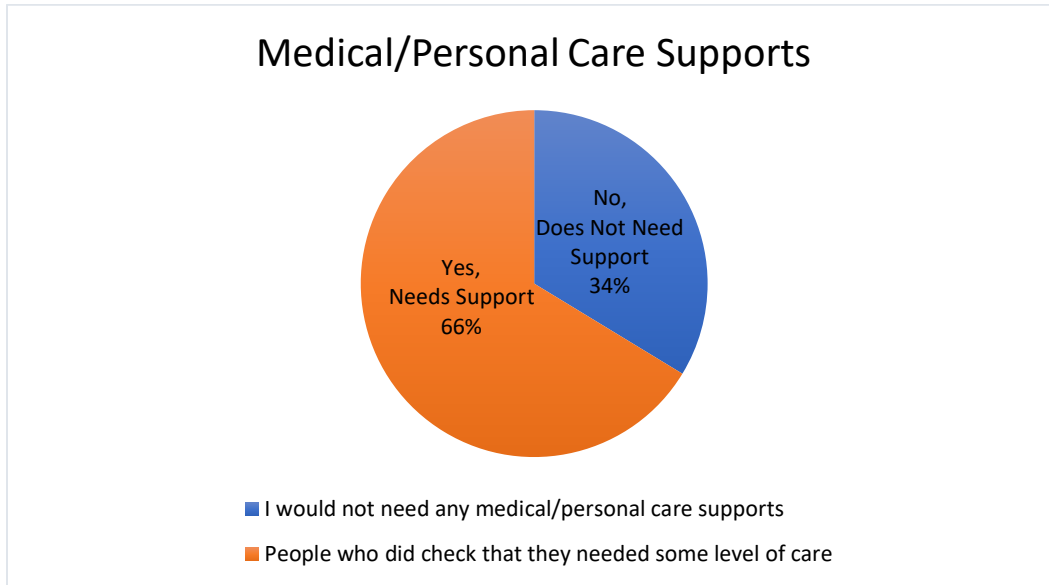


Figure 29: Percent of respondents who do or do not need medical/personal care supports.

Of the medical/care supports presented, the top two selected were medication management (34% of all respondents) and dressing/hygiene support (34% of all respondents) (Figure 30).

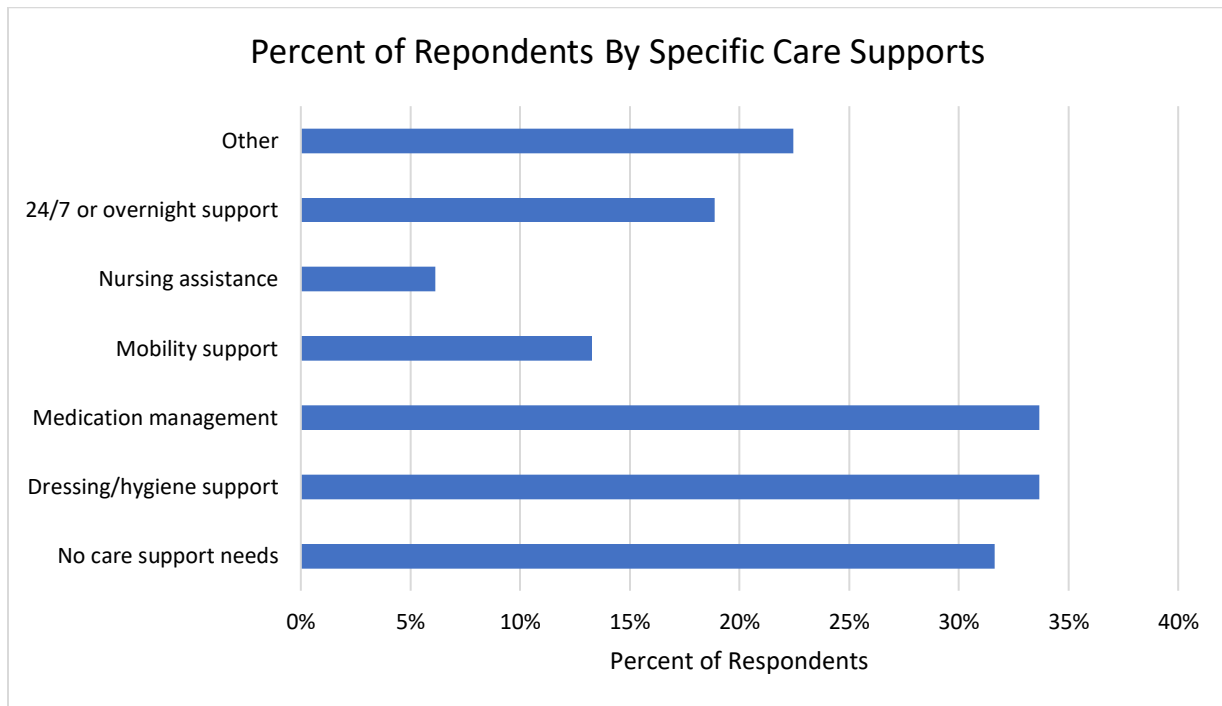


Figure 30: Percent of survey respondents who needed each of the listed care supports.

In looking at care support needs alongside college preferences, those that listed “other” needs were more likely to be undecided about the type of college they would prefer (Figure 31). “Other” responses included comments encompassing time management, organization, frequent check-ins, transportation, support with stress and anxiety.

Dressing/hygiene and medication management were lower for those that selected a Community College, but clarification may be needed. Individuals may have reported not needing supports because they would be living at home and have support provided by family members.

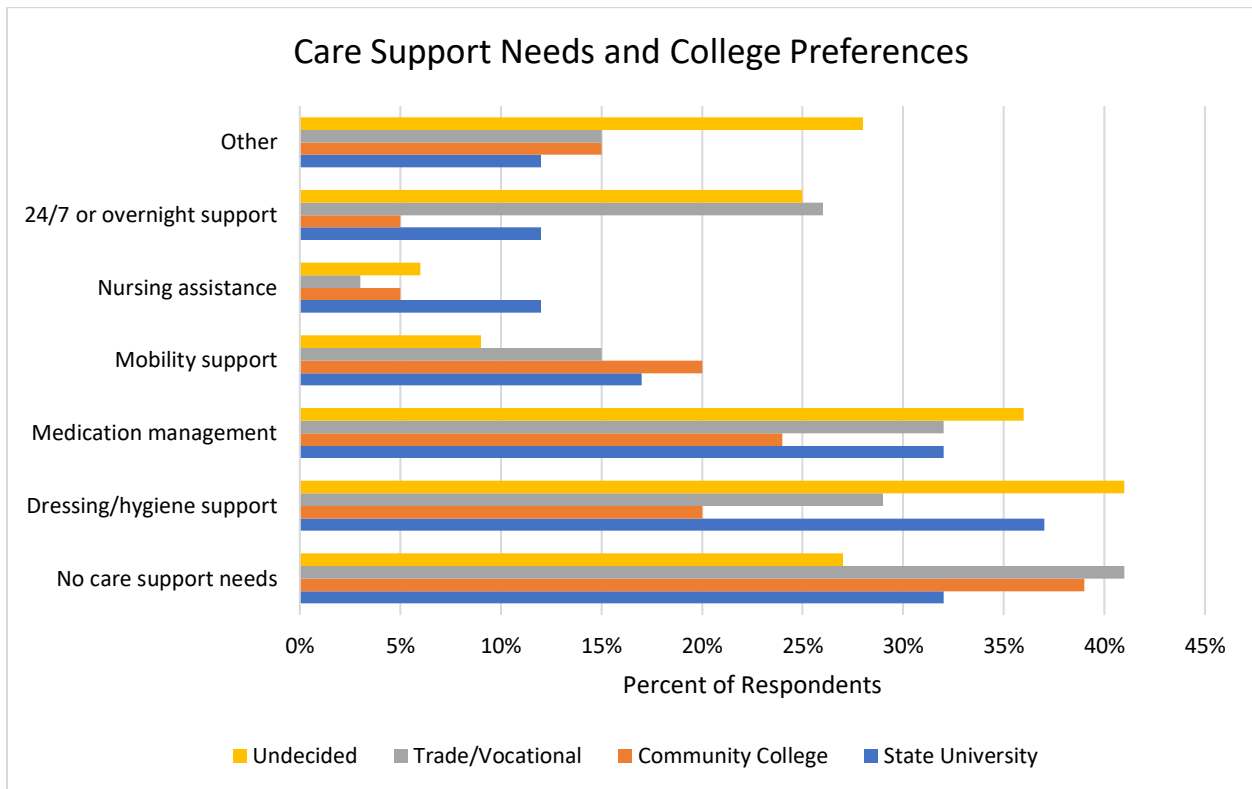


Figure 31: Comparison of care support needs by preferred college type selected.

Finally, when comparing satisfaction with current options and support needs, a greater percentage of individuals with 24/7 or nursing assistance were “slightly unsatisfied” or “very unsatisfied”, compared to those with other support needs (Figure 32).

Only one individual who required 24/7 or overnight care selected any level of satisfaction; this individual also selected a preference for an out-of-state school. Overall, individuals with 24/7 support needs were more likely to select a Trade/Vocational school or be undecided about the college type they preferred. In some of the cases for those that selected 24/7 care, the comments suggest the nature of this care is related to supervision and behavioral concerns, more so than medical needs.

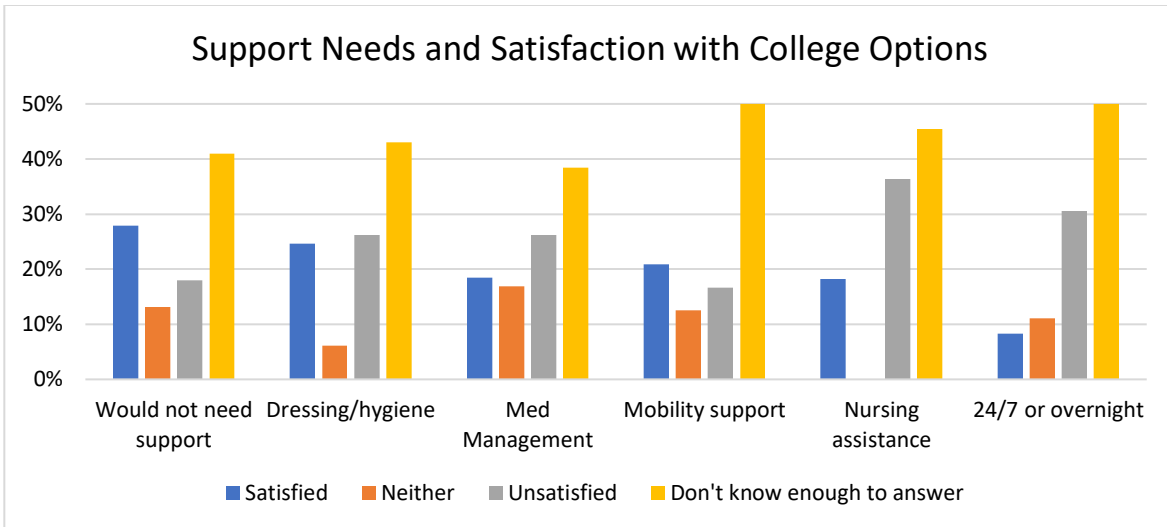


Figure 32: Comparison of level of satisfaction with college options currently available based on individual support needs.

Medical/Personal Care Support and Living Away from Home

Of individuals who reported a desire to live away from home for college, 72% reported some level of care need (Figure 33). Similar to overall survey respondents, the most common were medication management and dressing/hygiene. It is significant that nearly 1/5 reported a need for 24/7 or overnight support, something that is currently not provided at any of the colleges offering inclusive higher education.

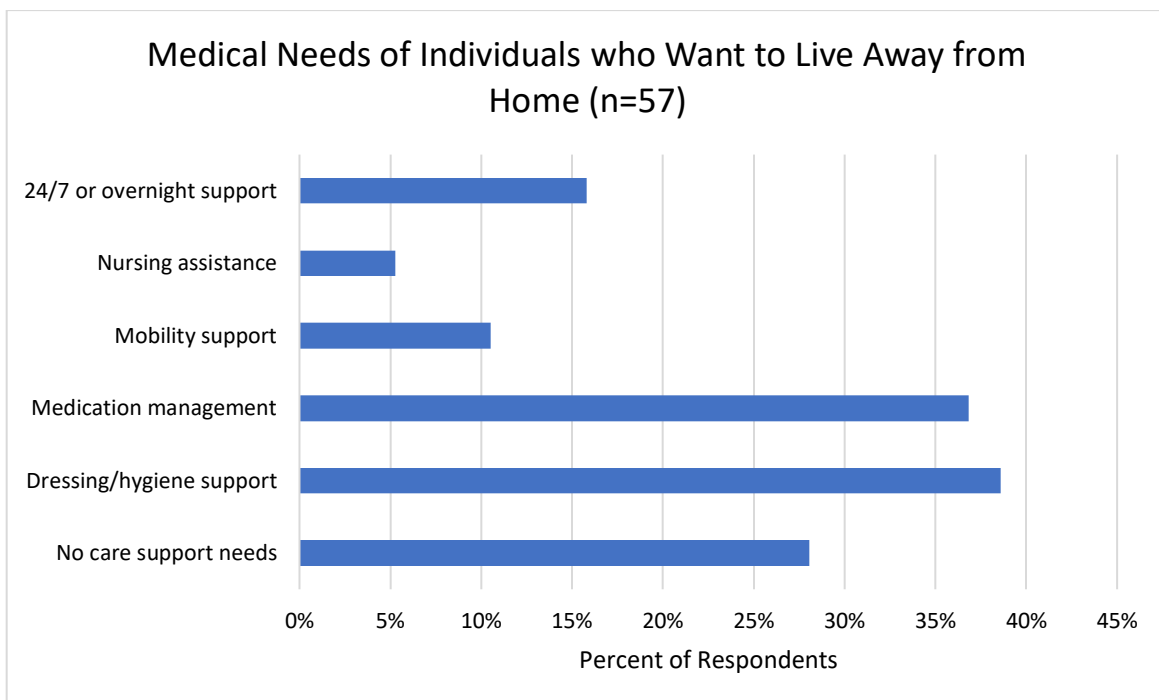


Figure 33: Breakdown of the care supports needed by students who have a preference to live away from home.

Table 5: Comments on Other Medical/Personal Care Support Needs from Individuals who Want to Live Away From Home
"My child would need emotional/therapeutic supports as well in managing anxiety, stress, conflict, etc. Also, supports around transportation (especially if not living on campus) would be important."
"Check in mornings and evenings"
"Not sure - likely dressing and hygiene support but itinerant basis - cause if it's not getting done properly it can be a problem."
"Planning daily/weekly schedules, planning meals"
"I need help planning and organizing to get started and then once I have a routine I can be more independent"
"Time management, financial awareness support"
"A companion at all times"
"Check ins morning and night to see if things are on track, any issues, questions--a personal contact who would support me with orientation, social contacts, ideas, etc."
"Someone "on call" if needed. Roommates, and friends, and be part of the campus community. But, I am older, so on campus housing might be "too young"
"Behavioral support with female peers/autism."
"Managing my money"
"Schedule support and guidance (counselor)"
"Social support, making sure I am following appropriate social boundaries"
"Transportation"

Beliefs about College

A section of the survey was dedicated to understanding one’s beliefs about inclusive higher education. With the programs now five years in, we thought it of importance to gauge the belief system associated with college and individuals with intellectual disabilities. Respondents were given statements and asked if they agreed or disagreed. The first question was about whether respondents felt their K-12 education had prepared them for college. Only 28% of respondents agreed with this statement (Figure 34). In looking further at this data, there was no identifiable trend with respect to region or age of respondent.

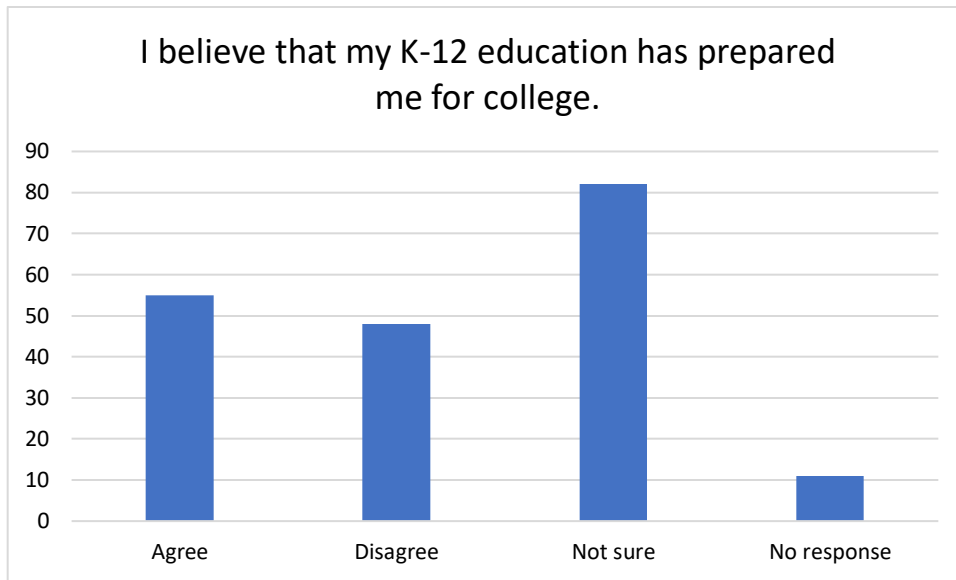


Figure 34: Respondent answers to whether they felt their K-12 education prepared them for college.

The remaining belief questions by in large had the majority of respondents agreeing with the statement given (Figure 35). This suggests that within our state there is a belief in college and its corresponding success for those with intellectual disabilities.

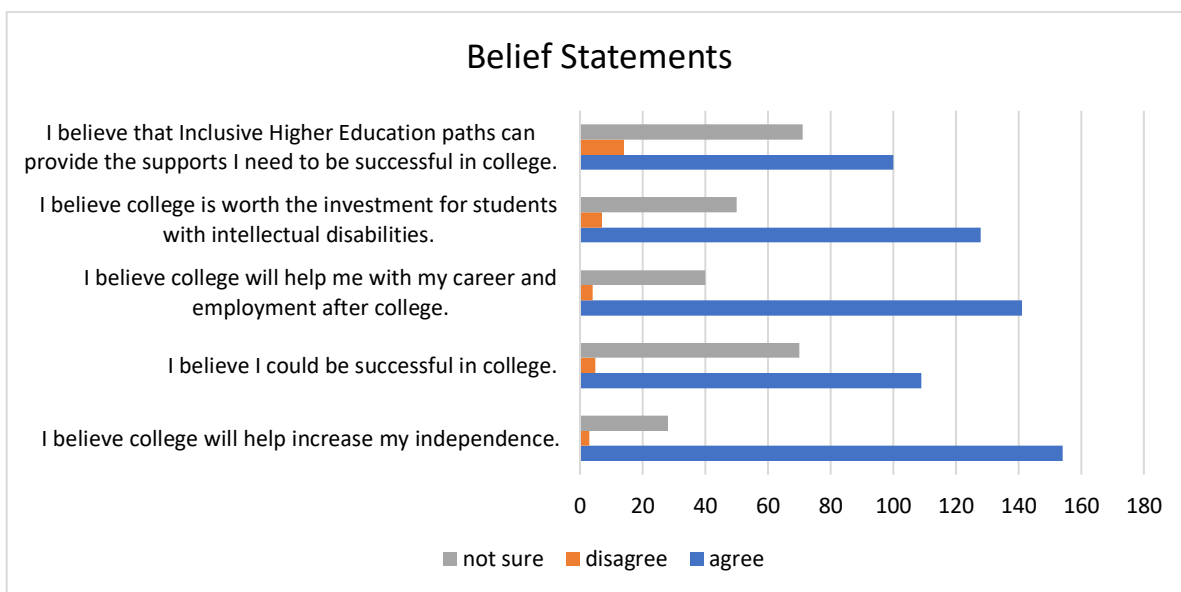


Figure 35: Respondent agreement and disagreement with presented belief statements.

A notable difference was in the belief around an individual’s ability to be successful and belief in the supports available. While the majority of respondents agreed, there were more occurrence of those who were not sure. We took a closer look at these categories as they relate to disability and types of additional supports requested (Figure 36). There were very few answers across the board suggesting a belief that one could not be successful at college (only a total of 5). Proportionally, there seems to be a greater likelihood of individuals with a chromosomal disability (i.e. Down syndrome, Fragile X) believing they can be successful at college.

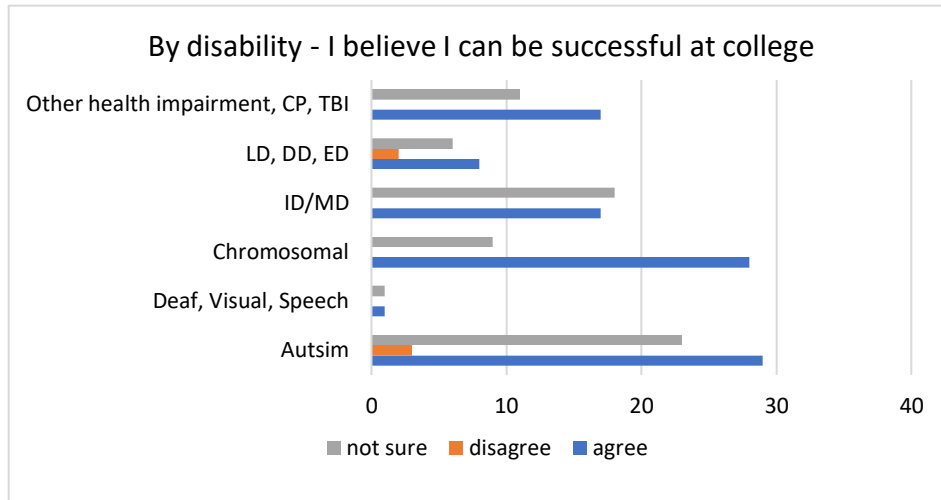


Figure 36: Belief in ability to be successful at college, responses broken down by primary disability.

Again in the belief question “I believe IHE can provide the supports that I need to be successful”, the response of “not sure” was selected more often. The respondents selecting “not sure” as well as selecting a need for 24/7 or medication management might suggest a lack of awareness or belief that the colleges and universities can adequately support them and their needs. 20% of those who selected not sure and also selected a need for medication management, selected agreed with all of the other belief questions. While a small number, of the responses who selected disagree (n=3) along with selecting 24/7 overnight care chose “agree” to the other belief statements. Further, while not a high number proportionally, the number of respondents who indicated a “disagree” was 14 (tripling the prior responses in regards to individual success).

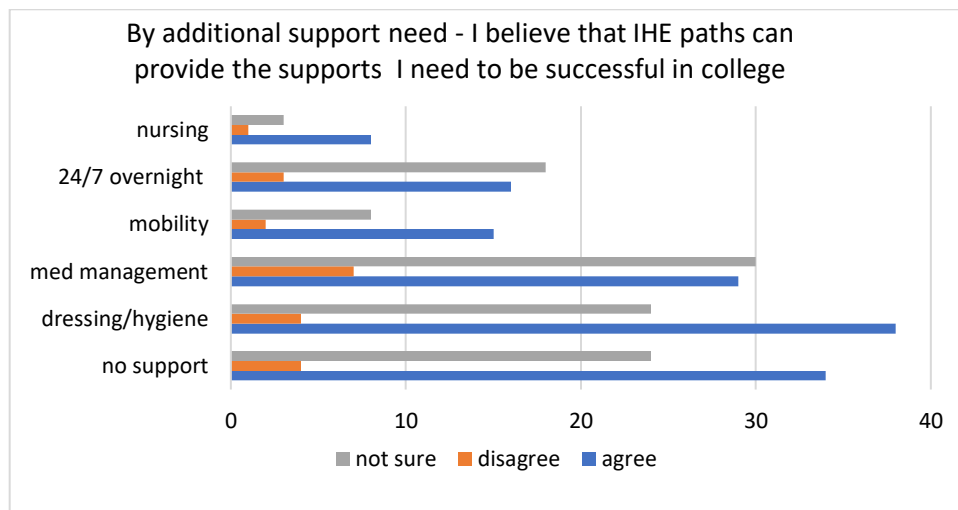


Figure 37: Comparison of response to belief questions by support needs.

Finally, there were some trends in satisfaction with college options and beliefs about college. When asked whether they believed their K-12 education prepared them for college, 2/18 people who are very unsatisfied said they agreed. In contrast, for those that are very satisfied, 13/19 agreed that their K-12 education had prepared them for college. For the other belief questions, those that were “very satisfied” agreed almost unanimously, whereas responses from those that were “very unsatisfied” ranged from agree, disagree, and not sure. The comments in Table 6 further illustrate what may be contributing to a response of “very unsatisfied”.

Table 6: Comments from "Very Unsatisfied" Respondents
<p>“Colorado has poor support for autism. Other states offer specific programs to help like TEACH in NC. Our son can’t stay in Colorado because it’s cost prohibitive and there is very little support post graduation unless you are wealthy.”</p>
<p>“I had a lot of assistance in HS but I did well academically. If similar Para support was available for college I think I could learn a lot and be more successful.”</p>
<p>“I would like to see a program that is not just for those who are high functioning.”</p>
<p>“College would be a more inclusive environment promoting independent living. Moderate disabilities do not catch up to peers by 21, would be great to have an extension for older individuals who ask for learning just about anything they could not before. It would be helpful to have a comprehensive independent living program, where they can learn to be own therapists and coaches to the best of their ability. Yoga, speech, taking care of selves, understanding money, building friendships for a lifetime, dating, sports.”</p>
<p>“People with ID/DD are not at the same learning pace as typical peers. I believe extensive testing should be done prior to attending in order to have reasonable expectations and better success in attending college/higher education. Each person's disability is different. However, it is super exciting to hear of the possibility of a college option for people with these disabilities. Thank you!!”</p>

Access to Resources

The final survey questions asked about family access to resources, both financial and within the community, in order to further assess what resource related barriers families may be facing when considering college as an option.

Financial Resources

45% of survey respondents had not budgeted for college (Figure 38). Black, Indigenous, and People of Color respondents, regardless of awareness of college options and annual household income, were less likely to have budgeted for college (56% had not budgeted) than White respondents (38% had not budgeted). In addition, 67.5% of Hispanic/Latino families (27/40) had not budgeted for college.

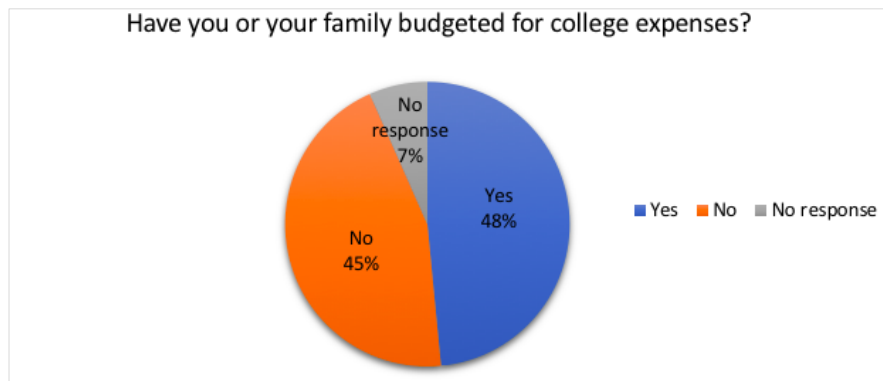


Figure 38: Percent of respondents who have and have not budgeted for college.

In looking at survey respondents who had budgeted for college, just over half (49/95) had an annual income of over \$100,000. While survey respondents with a higher annual income were more likely to have budgeted for college, there were survey respondents from all income levels who had not budgeted for college (Figure 39). This aligns with a common theme IN! hears from families: because college was not an option for so long, many have not budgeted for it.

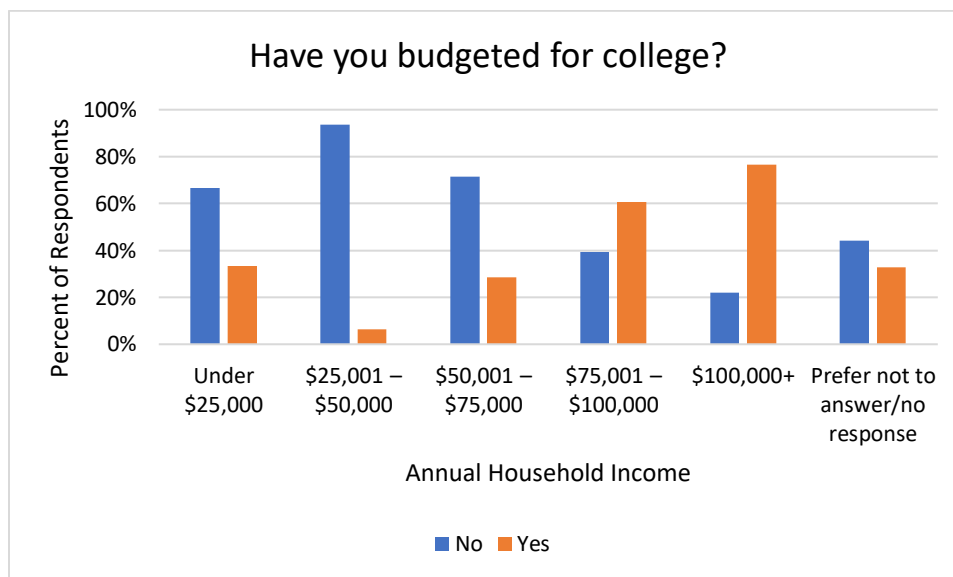


Figure 39: Comparison of budgeting behavior by annual household income level.

When asked about ability to pay for college, the most common response was “My family or I could pay a portion” (Figure 40). 36/196 (18%) of respondents selected that they are unable to pay at all for Community College. Annual income for those respondents ranged from under \$25,000 up to \$100,000. An additional 16 respondents could pay for a portion of Community College but could not pay at all for University. Within those who reported an inability to pay, there was no correlation to the type of school selected; responses varied across preference for type of school and school location.

17 respondents could pay for a portion of university tuition, but not pay at all for housing. Within this group, 15 wanted a commuting option that was easy to get to from home, suggesting the inability to pay reflects more the desire to live at home or that the choice of school is impacted by the inability to pay for housing.

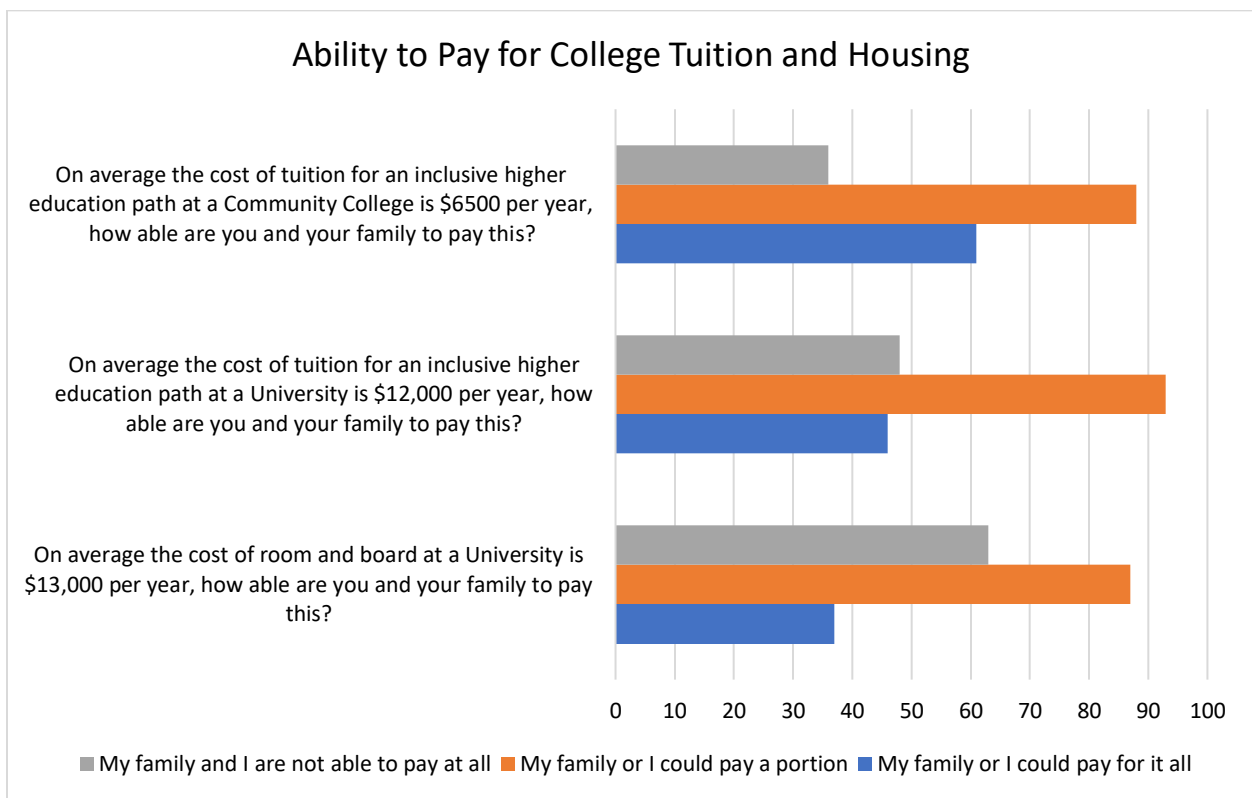


Figure 40: Responses for each of three questions about ability to pay for college.

Community Resources

Results for questions about community resources are reported for individuals 15 or over as this is about the age at which we would expect most individuals to be connecting to these services if they are planning to attend college (Figure 41). There were 147 survey respondents age 15 or over.

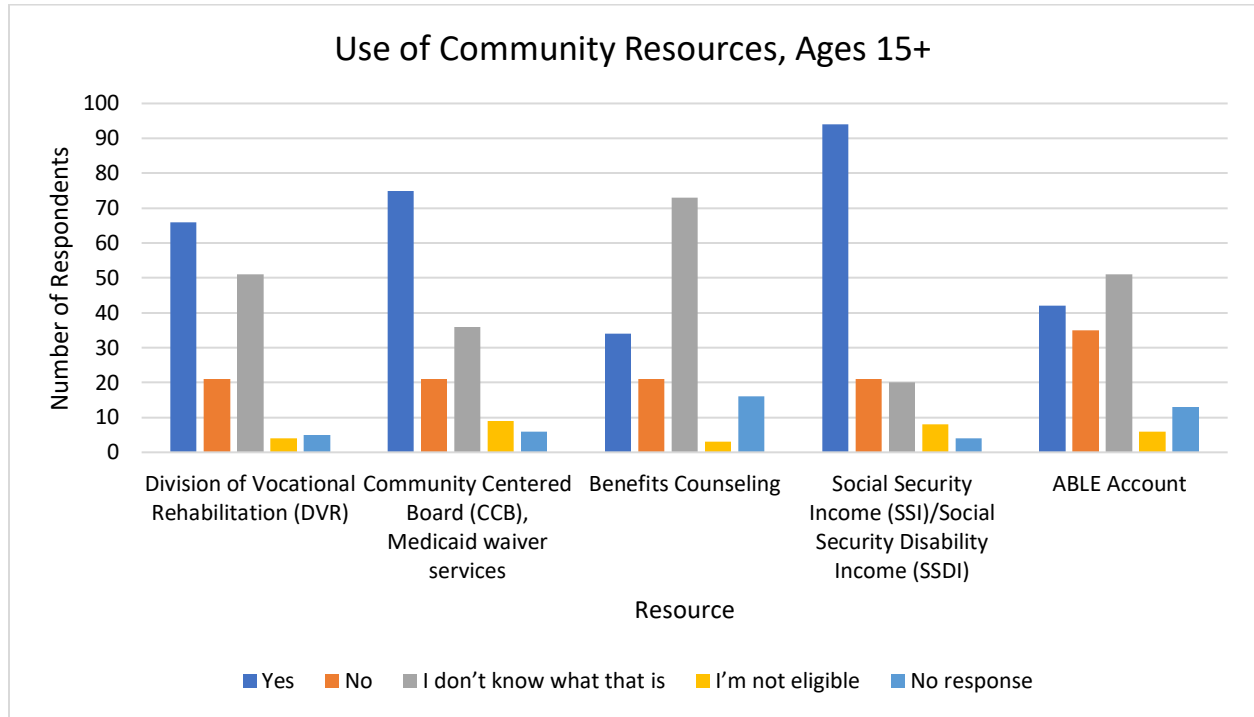


Figure 41: Respondents age 15 and up (n=147) awareness of resources for individuals with ID.

The least known resources (survey respondents selected “I don’t know what that is”) were Benefits Counseling (50% were unfamiliar), Division of Vocational Rehabilitation (35%), and ABLA Accounts (35%).

Not Interested in College

For individuals who answered “No” for “Are you interested in attending college?”, the survey was set to auto-skip to the end demographic questions. 13 survey respondents said that they were not interested in college (Table 7). While this group of respondents does meet the criteria for inclusion as individuals with intellectual disabilities, their responses were separated from the rest as far less information was collected from them. Compared to other survey respondents this group is slightly older, with ages ranging from 17-38.

Table 7: Summary of Respondents who Reported "Not Interested in College"	
Primary Disability	Autism, Developmental Disability, Down syndrome, Intellectual Disability, Multiple Disability, Speech Language Disability
Geographic Location	Metro area - 53%, Western Central - 23%, Northwest - 8%, Pikes Peak region - 8%, No response - 8%
Age	Ages 15-17 - 38.5%, Ages 18-21 - 38.5%, Ages 22-25 - 8%, Ages 30 - 39 - 15%
Ethnicity	15% of respondents are Hispanic/Latino
Race	White - 68%, American Indian or Alaska Native - 8%, Black - 8%, Two or more races - 8%, Prefer not to answer - 8%
Gender	Male - 54%, Female - 46%
Household Income	Under \$25,000 - 8%, \$25,001-\$50,000 - 15%, \$50,001-\$75,000 - 15%, \$75,001-\$100,000 - 8%, \$100,000 or over - 15%, No response - 39%
Transition Plans	46% of respondents plan to complete the district transition program, 38% do not plan to complete the transition program

Several of the respondents in this group wrote in comments that included barriers to college that they faced (Table 8). Given the older ages of these respondents, together with the comments, may suggest this group of respondents had an interest in college, but did not see it as a possibility.

Table 8: Comments from Individuals "Not Interested in College"
“The cost of the college programs that we looked into seem very high.”
“When I was in a Transition Program college WAS NOT an option; the supports were not in place and the folks in higher education never saw ME. SPED made me invisible.”
“Unfortunately do not have any options that we were told about for college. Especially for a teen with multiple disabilities.”
“The process of moving him into these services is impossible. What's he eligible for? I don't know. What can he do for a job? I don't know. Where can he live? I don't know. How can he get paid? I don't know!! It's absolutely a train wreck, it sucks!! It's ridiculously hard. No one knows anything. Like having an SN kinda isn't hard enough, this process is goddamn impossible.”
“My son has severe educational needs at this time at in not at an intellectual level that could support the expectations in college.”
“Just like in the "typical" population. College is not for everyone however, a Career and Technical school might service my needs more.”

Listening Sessions

In addition to the survey for students/families, IN! conducted listening sessions with disability professionals and teachers in areas where the response rate was proportionately less than the ID population for that area. Colorado Department of Education areas were combined to create larger geographic areas for listening sessions: Northern Colorado, Pikes Peak, Mountain Region, and Western Colorado. Questions used during these sessions were derived from the questions asked on the needs assessment. As this information did not come directly from students and families, it is reported separately in this section.

Western Colorado

Attendees included two staff from a local school district and two staff from colleges in western Colorado that both worked in disability service offices. The attendees had encountered limited numbers of families with students with ID in their region who expressed an interest in going to college. Attendees suggested the limited discussion of college is due to teachers not feeling there are real opportunities, and thus not discussing college with their students. One of the local colleges does receive calls from families with students who need additional supports they cannot provide (i.e. adaptive skills, modifications).

One professional shared a mindset difference between Western Colorado and the Front Range. They expressed that on the Western Slope, going to college is not the default mindset, even for students without disabilities, whereas it is more common as a mindset along the Front Range to expect someone to attend college.

Attendees felt that distance is one of the greatest barriers to current inclusive higher education options. In discussing ideal location, the general opinion was Grand Junction provided the easiest option for families to get to. It also has many supports that other communities may not have (transit, PASA services, transition programming). As for a secondary option, attendees shared that an option in Gunnison or even east to Glenwood would provide a better option than Durango, which can be hard to get to in the winter. In addition to distance alone, there was a preference expressed for options in smaller towns that are more similar to those found in western Colorado. Overall, there was agreement that if an option existed in the area, more students with ID from the region would enroll in college.

Mountain Region

This session included two disability professionals from the region. Counties they cover in their work include Eagle, Garfield, Steamboat, Pitkin, Eagle, Lake, Leadville, Aspen, Roaring Forks, Yampa. Some families have expressed an interest in college, noting UNC in particular as it has a smaller community feel. Other families actively pursue work as a postsecondary option, either due to beliefs or financial needs.

Similar to the Western Slope, there was a need expressed for a more local option as the Front Range feels far away and some families may only be ready for a commuting option. An interest was expressed in Colorado Mountain College. In considering the feasibility of students from outside of the Mountain Region to attend college in the area, the challenges that came up were access to transit, limited service providers, and limited housing both on and off the local college

campuses. In this region, to make up for the lack of services, many families unite together to ensure they have the support they need.

There is a need for more information about college in the community as well as cultural shifts around believing in college as an option. Attendees recommended partnering with existing organizations that already have connections to families in the area (i.e. DVR, ILC, ARC), as well as transition programs in the area.

Finally, the sentiment was shared that it is hard to remain excited about college as an option for individuals with ID while the messaging continues to be “coming soon”. While the population in the area is small, there is still a strong desire for college to become a reality for students in this region.

Pikes Peak

This session had 5 attendees, including individuals from a local school district, chapter of the Arc, and community college disability specialists. By and large, the group felt families were not expressing college as a future goal, but that this followed after other patterns of challenges with engagement in the region. There was a need expressed for more awareness of the options available, how college is different from high school, and resources available.

Similar to other regions, transportation is a large barrier, especially for students who prefer a commuting option. Transportation may be unreliable or students may not meet the qualification requirements to access the transit they need. When asked about whether families in the area may consider an option on the Western Slope, attendees felt that preference to attend a local option might be influenced by the student preference to be near family, cost of living outside of the Pikes Peak region, and families requiring more information on supports available that would allow their student to live independently.

Compared to other sessions, this group had less focus on which colleges students had access to attend and more focus on sharing information about college with families. All agreed there was more need to work with families early on to highlight college as a possible option. The community college is actively working with the K-12 systems in the area to get the conversation about college started sooner for students with all different disabilities. This group discussed opportunities for counselor inclusion in college discussions, colleges tours, college involvement at K-12 transition meetings, encouraging students to be more active in self advocacy, and creating partnerships between school districts and colleges to share accurate information about the transition to college. With a military base in the area and many families moving in and out, there are unique challenges in teachers needing to know about equivalent options out of state to refer families to.

Northern Colorado

This session included three attendees who came for more information about inclusive higher education. One teacher from the area did submit written feedback on the options. “Families are hesitant to send students on their own to a larger city when they grew up in a town with fewer than 3000 people in it. Since cost is also a major factor, community colleges would be a better choice for our students for multiple reasons.”

Conclusion

IN! last conducted a needs assessment in 2015. Since then, three institutes of higher education (UNC, ACC, UCCS) have opened their doors to students with ID in our state. We are thankful to the many people who have collaborated and contributed over the past years to propel inclusive higher education forward in our state. Some of the key achievements over the past six years have been:

- Development of a Comprehensive Higher Education Certificate, awarded to students by their institute of higher education upon completion of all certificate requirements
- Recognition of all three schools as Comprehensive Transition and Postsecondary (CTP) programs, allowing students access to Federal Financial Aid
- The first students with ID to access college via these pathways graduated in 2020
- Increased access to resources, including partnerships to enhance the ability of students to utilize Medicaid Waivers and Division of Vocational Rehabilitation while in college

This report was a place to present the findings from the needs assessment. Recommendations and strategies to address the needs presented will come from collaborations and partnerships with many others. Some of the areas highlighted by this needs assessment include the need for:

- Greater access to college options closer to home, for all regions of the state
- Increased access and awareness around medical/personal care supports, especially at colleges with residential options
- Creating a culture of life-long learning and career progression opportunities for individuals with ID after high school, including, but not exclusive to college
- Infusing information about college as part of K-12 education, so that families receive information from their schools about college as a post-secondary option
- Ensuring knowledge of resources that support adults with disabilities
- Closing the enrollment gap between White and Hispanic/Latino students
- Addressing the intersection of college, disability, and transportation
- Increasing the belief that students with ID can succeed in college, like any other student, when given the proper supports

We look forward to continuing to collaborate with the students, families, and professionals who have helped inclusive higher education get this far, as well as welcoming new faces to this movement, as we work together to ensure all students with intellectual disabilities in our state have a pathway to college that is accessible to them.

Inclusive Higher Education in Colorado

Intro

IN! is a non-profit organization working to provide college opportunities for individuals with intellectual disabilities (ID) in the state of Colorado. As a person with an intellectual disability or their family, we need your voice. We want to hear from you about your potential college plans and what barriers you may be facing.

Your response will directly inform how we move forward with the continued development of college pathways in Colorado and ensuring college is more and more accessible for students with ID.

In this survey we ask for the students' voice. However, we encourage you as a family to fill the survey out together. "You" in the survey refers to the individual with ID.

Your participation in the survey is completely voluntary and all of your responses will be kept confidential. No personally identifiable information will be associated with your responses on any data reports.

If you have any difficulty or would like to complete this survey in a different format (mail, phone, etc.), please reach out to Shelby Bates at shelbyb@inclusivehighered.org or 720-580-1277.

Thank you for your time!

1. We want to make sure our survey is reaching the people we think it is, so we are starting with a few questions about you.

Please write your primary disability in the box below.

2. In school are/were your classes and assignments modified?

- Yes
- No
- Not Sure

3. What is your zip code?

4. Do you plan on participating or have you participated in the school district transition program (18-21)?

- Yes
- No
- Not sure
- I'm not eligible

5. Do you know that Colorado has one community college and 2 universities that offer supports for students with intellectual disabilities to go to college?

- Yes
- No
- Not sure

6. Have you received information about college options for students with intellectual disabilities from your school/teacher?

- Yes
- No
- Not sure

7. Are you interested in attending college?

- Yes
- Maybe
- No

Suggested question:

Inclusive Higher Education in Colorado

College Preferences

8. Where would you prefer to attend college?

- Anywhere In Colorado
- In Colorado - less than a 4 hour drive from my home
- In Colorado – within commuting distance of my home
- Out of state
- No preference

9. What type of school would you most prefer to attend?

- Community College
- Junior College
- Private University
- Religiously Affiliated School
- State University
- Vocational/Trade School
- Undecided
- Other (please specify)

10. Thinking about your preferred type of school (question 9), please tell us what you like about that type of school. Select all that apply.

- The cost is a factor in my decision
- They have what I want to study
- I want to live at home
- I can easily get to school
- I want to live on campus/ I want to move away from home
- Other (please specify)

11. Please check which of the below are important in considering a college? Select all that apply.

- The college has on-campus housing options
- There are plans in place to make sure I am safe on campus
- I am included on campus with typical peers (in clubs, classes, employment)
- I will be able to develop my own academic plan (i.e. earn credits, choose my own class and be in class with typical peers)
- I will further develop my independent living skills
- I will further develop my social skills
- I will develop job skills and have employment opportunities
- I receive a Certificate or other recognition of completion
- I will secure employment upon completion of college
- I am prepared to live independently after college

12. How satisfied are you with the college opportunities currently available in Colorado for students with intellectual disabilities?

- Very satisfied
- Somewhat satisfied
- Neither satisfied or unsatisfied
- Somewhat unsatisfied
- Very unsatisfied
- I don't know enough to answer

Suggested question:

Inclusive Higher Education in Colorado

College Planning

13. All students accessing inclusive higher education receive academic, social, and vocational support. Some students may have additional needs when thinking about college.

What medical care/personal care supports would you need at college?

Dressing/hygiene support

Medication management

Mobility support

Nursing assistance

24/7 or overnight support

Other (please specify)

I would not need any medical/personal care supports

14. Please rank your level of agreement with the below statements

	Agree	Not sure	Disagree
I believe that my K-12 education has prepared me for college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that Inclusive Higher Education paths can provide the supports I need to be successful in college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe college will help increase my independence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe I could be successful in college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe college will help me with my career and employment after college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe college is worth the investment for students with intellectual disabilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. Have you or your family budgeted for college expenses?

- Yes
- No

16. On average the cost of tuition for an inclusive higher education path at a Community College is \$6500 per year, how able are you and your family to pay this?

- My family or I could pay for it all
- My family or I could pay a portion
- My family and I are not able to pay at all

17. On average the cost of tuition for an inclusive higher education path at a University is \$12,000 per year, how able are you and your family to pay this?

- My family or I could pay for it all
- My family or I could pay a portion
- My family and I are not able to pay at all

18. On average the cost of room and board at a University is \$13,000 per year, how able are you and your family to pay this?

- My family or I could pay for it all
- My family or I could pay a portion
- My family and I are not able to pay at all

Suggested question:

Inclusive Higher Education in Colorado

Demographics

The following questions will help us make sure we have a diverse group of people responding to this survey.

19. What are/were your plans after you leave/left the school district? Select all that apply.

- Full-Time Employment
- Part-Time Employment
- Volunteer job
- Center based program / day program
- Community College
- Tech/Vocational School
- University
- Other
- Undecided

20. What is your age?

21. Are you Hispanic/Latino?

- No – not Hispanic/Latino
- Yes – Hispanic/Latino
- Prefer not to answer

22. Which of the following groups describe your race? Please select all that you identify with.

- American Indian or Alaska Native
- Asian
- Black or African-American
- Native Hawaiian or Other Pacific Islander
- White
- Other
- Prefer not to answer

Optional self describe

23. What gender do you identify as?



- Female
- Male
- Transgender
- Prefer not to answer
- Prefer to self describe

24. What is your family household income?

- Under \$25,000
- \$25,001 – \$50,000
- \$50,001 – \$75,000
- \$75,001 – \$100,000
- \$100,001 or over
- Prefer not to answer

25. Which of the following resources are you currently using or planning to use in the future?

	Yes	No	I'm not eligible	I don't know what that is
Division of Vocational Rehabilitation (DVR)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community Centered Board (CCB), Medicaid waiver services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Benefits Counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social Security Income (SSI)/Social Security Disability Income (SSDI)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ABLE Account	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Suggested question:  

Inclusive Higher Education in Colorado

Anything else?

26. Optional: Please share anything else that was not covered in this survey about your college hopes or what you need in order to be able to attend college.

Suggested question: