

2025-2026 Webinar Series

IN! 101 + BACK TO SCHOOL



**PATHWAYS TO INCLUSIVE
HIGHER EDUCATION**

Meet the Presenter

Elise Kramer

Program Coordinator

elise@inclusivehighered.org

720-675-9139



Welcome!

- [Full 2025-2026 Webinar Series](#)
- Q&A time allotted throughout
- Brief feedback survey directly following
- Video recording & resources will be available



Who We Are

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

What We Do:

EDUCATION

OUTREACH

EXPANSION

OUTCOMES

*IN! does not provide direct services on campus

Agenda

1

**Understanding
Differences
Between High
School &
College
Expectations**

2

**College
Options in
CO for
Students
with
Disabilities**

3

**Skills to
Prepare for
College**

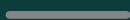
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**Develop Your
Plan of
Implementation**

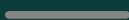
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**Resources
to Support
Your
Preparation**

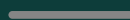
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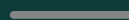
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**College
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High School vs College

High School

- IDEA - success
- Automatic accommodation & modification process
- Lots of structure
- Less student choice
- Parents as primary advocate

College

- ADA & 504 - access
- Interactive accommodation & modification process
- Less structure
- Lots of student choice
- Student as primary advocate

High School vs College

High School

- Primary case manager to coordinate services
- High family involvement and guidance

College

- Access to support services across campus
- Natural decision making & natural consequences



Click to view [ThinkCollege's Table of Differences Between High School and College](#)

Other Student Services in College

- Academic advising
- Career services
- Tutoring center
- Writing center
- Counseling center
- Veteran affairs
- Library/research
- Student life clubs/activities
- Health and wellness center



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Traditional Disability Services

- ☐ I meet traditional college entry criteria (diploma, ACT/SAT)
- ☐ I want an Associate's degree or higher
- ☐ I can meet all class outcomes
- ☐ I only need accommodations to be successful academically
- ☐ Examples:
 - ☐ Extra time on exams
 - ☐ Quiet location
 - ☐ Preferential seating
 - ☐ Sign language interpreter
 - ☐ Scribe
 - ☐ Assistive technology

-Available at all colleges
-No fees

Supplemental Disability Services

- ☐ I meet traditional college entry criteria
- ☐ I want an Associate's degree or higher
- ☐ I only need accommodations to be successful academically
- ☐ I am primarily independent academically but need some support with social, vocational, or organizational skills to be successful

-Available at select colleges and/or as private programs
-Must apply to college & apply to participate in program
-Fees apply

Inclusive Higher Education

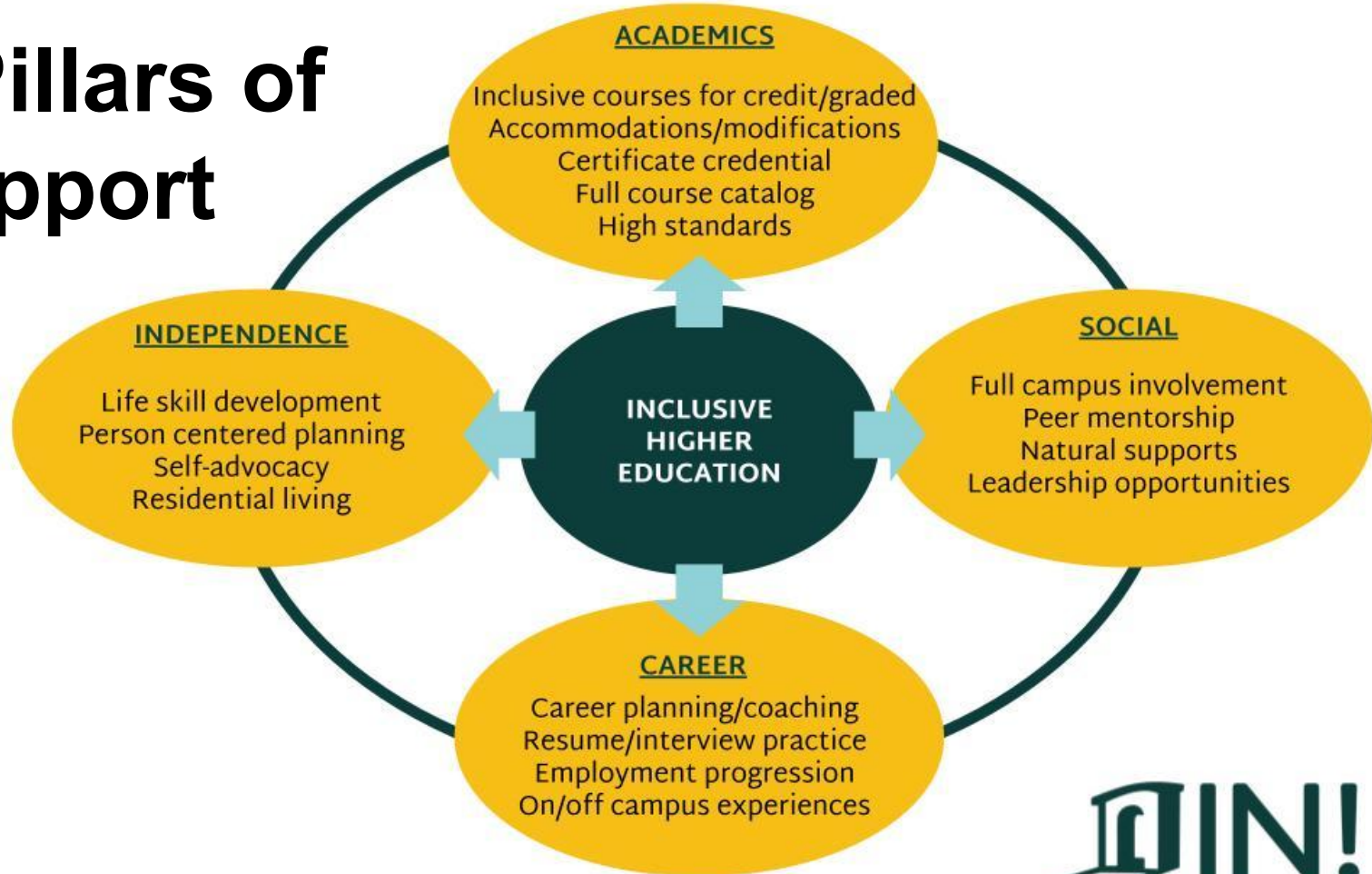
- ☐ I don't meet traditional college entry criteria
- ☐ I have an intellectual disability*
- ☐ I want to receive a certificate credential
- ☐ I need both accommodations & modifications to be successful academically
- ☐ I need more intensive staff and peer mentor support in:
 - ☐ Academic participation
 - ☐ Social engagement
 - ☐ Vocational development
 - ☐ Independence

-Available at select colleges
-Must apply to program to be admitted to college
-Fees apply

What is IHE?

- **Alternative admission pathway** for students with intellectual disability*
 - Traditional diploma not required
 - EEOs are common
- Fully inclusive & normative
- Students take courses that align with **career goal** and daily life skills
- Access accommodations **and** modifications
- Earn **certificate** credential
- Participate in **career readiness**
- **May** experience independent living
- Staff and peer mentor support in **4 domains**:

4 Pillars of Support





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



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



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



- 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





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



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



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



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

→CTP in progress
→Statewide Comprehensive Higher Education Certificate



Questions?

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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)



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



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
- Professional relationship awareness
- Personal-needs communication / self-advocacy
- Conflict / relationship management
- Collaboration / active participation
- Adaptability
- Responsible risk taking
- Appropriate use of social media
- Use of natural supports



Career



- Career awareness & exploration
- Self awareness
- 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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General Techniques

- Instill growth mindset
- Create an environment of choice
- Fade supports over time
- Use least to most intrusive prompts
 - (1) Open ended questions
 - (2) Prompt to recall background information
 - (3) Offer direct cues to natural sources of information
- Allow for dignity of risk



At Home

- Explore financial resources as a family
- Identify calendar tracking app & prompt students to record appointments, alarms, etc.
- Develop vitamin taking routine as medication management practice
- Learn to make a few staple meals
- Pack your own backpack before school
- Follow a cleaning routine with guidance



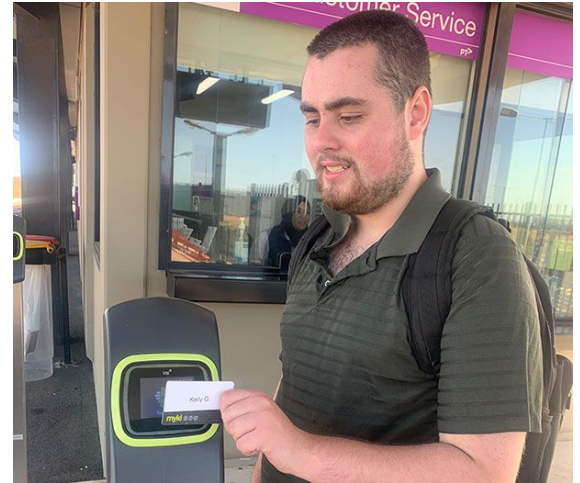
At School

- Student-led IEP goals & meetings
- Advocate for inclusive settings as often as possible (research-based)
- Ensure high expectations amongst classroom supports
- CC students into any email thread about them
- Student meet with each teacher/paraeducator to discuss accommodations & modifications needed
- Select classes and extracurricular activities of interest
- Offer scheduled time for personal organization and maintenance (email check, planner, etc.)



In the Community

- Volunteer experiences in area of interest
- Coordinate job shadowing or internships
- Practice with students to identify, find, and register for events/activities of interest to them
- Access travel training
- Practice use of natural supports
- Connect to your local [Case Management Agency](#)



Closing Remarks

- You are not alone!
- Take it one step at a time
- Collaborate with community agencies:
 - DVR/SWAP
 - The Arc chapters
 - Case Management Agencies
 - PEAK Parent Center
 - Many more!



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Click to Download Handouts

ACLS
Autism, Communication, Learning

PREPARING FOR COLLEGE
for students with intellectual disability
and/or 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

Is college worth it?
People with ID can be up to 4X more likely to be employed after completing a higher education program. (Jackson, Carlson, Taylor, Weisman, 2023)

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 up about what you want.

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

Preparing Together
Explore financial aid resources and make a plan for paying for college. Discuss how parent and student roles will change in college. Ensure disability documentation is up-to-date.

More Questions?
Visit www.inclusivehighered.org to learn more!

The ACL is located at 624 Coffman Street, Longmont, CO 80501
(970) 527-0888 www.aclboulder.org

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		Research-based
• Self-Realization (new)		Promising	Promising
• Social Skills	Promising	Promising	

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](#)
- [IN! College Mentorship Program](#) (apps open until 9/17)
- [Webinar Series](#)
- [Monthly Resource Letter](#)

National Resources

- [Going to College Preparation Page](#)
- [ThinkCollege Program Search Page](#)
- [ThinkCollege Family Resources](#)



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

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Are you sure you want to continue?

Continue

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