

Fall 2024 Webinar Series

# IN! 101 + BACK TO SCHOOL



PATHWAYS TO INCLUSIVE  
HIGHER EDUCATION

# Welcome!

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- [Full Fall 2024 Webinar Series](#)
- Q&A time allotted throughout
- Brief feedback survey directly following
- Video recording & resources will be available



# Who We Are

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

## What We Do:

**EDUCATION**

**OUTREACH**

**EXPANSION**

**OUTCOMES**

\*IN! does not provide direct services on campus

# Meet Our Staff

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# Agenda

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1

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

2

**College  
Preparation  
Skills**

3

**Develop Your  
Plan of  
Implementation**

4

**Resources  
to Support  
Your  
Preparation**

# Webinar Objectives

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- Understand college options for students with disabilities in Colorado
- Identify the four pillars of inclusive higher education (IHE) and discuss preparation techniques/goals in each
- Access resources and begin to develop a plan to introduce and implement college preparation strategies now

1

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# History of Disability Services

1973



Section 504  
of the  
Rehabilitation  
Act

Required for all  
institutions of  
higher ed

Non-  
discrimination for  
students that  
meet entry  
criteria

1990



Section II of  
Americans w/  
Disabilities Act  
(ADA)

Required for all  
institutions of  
higher ed

Appropriate  
accommodations  
and equal access  
for admitted  
students

2008



Federal  
Reauthorization  
of Higher  
Education  
Opportunity Act

Select institutions  
  
Think College  
established

Inclusive services  
for students with  
ID or that don't  
traditionally meet  
entry criteria

2016



Colorado Senate  
Bill 196:  
Inclusive Higher  
Education Act

CO to join the  
inclusive higher  
education  
movement

3 pilot schools  
established

2022



Colorado House  
Bill 22-1107:  
Inclusive Higher  
Education  
Opportunities

Expanding  
pathways and  
equitable access  
to inclusive higher  
education in CO

5 more programs  
launched between  
2022-2025





## 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

### Examples:

- Extra time on exams
- Quiet location
- Preferential seating
- Sign language interpreter
- Scribe
- Assistive tech.
- etc.

\*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  
\*Must apply to college & apply to participate in program  
\*Fees apply

## Inclusive Higher Education (IHE) Services

- 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

# High School vs College

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## 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
- Nothing about student without student

# High School vs College

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## High School

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

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

## College

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

# Other Student Services in College

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

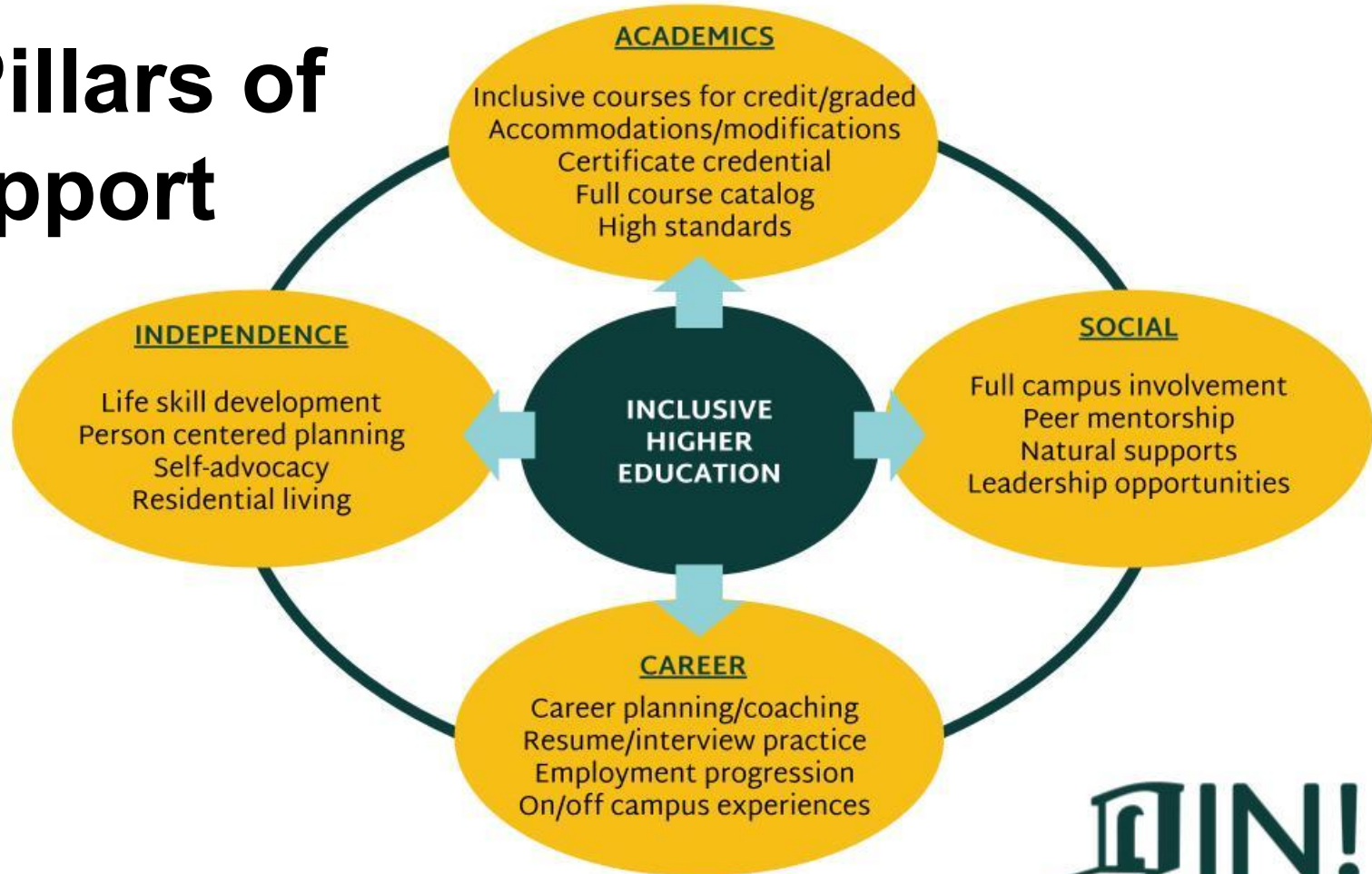


# What is IHE?

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- **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 year program
- [inclusiveservices.uccs.edu](http://inclusiveservices.uccs.edu)

\*Accredited inclusive postsecondary program!



- Elevate
- Arapahoe Community College
- Littleton, Colorado & Castle Rock, CO
- **Commuter Campus**
- 3 year program
- [arapahoe.edu/elevate-acc](http://arapahoe.edu/elevate-acc)



- GLOBAL Inclusive Program
- Regis University
- Denver, Colorado
- **On campus living**
- 2-3 year program
- [regis.edu/global](http://regis.edu/global)



- GOAL – Go On And Learn
- University of Northern Colorado
- Greeley, Colorado
- **On campus living**
- 4 year program
- [unco.edu/unc-goal](http://unco.edu/unc-goal)

- Comprehensive Transition & Postsecondary Program (CTP) = Financial Aid
- Statewide Comprehensive Higher Education Certificate = Meaningful Outcome
- Admission for Fall semester opens the prior winter/spring





- CSU RAM Scholars
- Colorado State University
- Fort Collins, Colorado
- Experiential learning and agriculture focus
- 4 year program
- <https://www.chhs.colorado.state.edu/ramsolars/>



- Inclusive Higher Education Solutions
- Metropolitan State University of Denver
- Denver, CO
- **Commuter Campus**
- 4 year program
- [msudenver.edu/IHES](https://msudenver.edu/IHES)



- Launching Fall 2025
- Cultivate@LCC
- Lamar Community College
- Lamar, CO
- Program specifics coming soon



- Launching Fall 2025
- ASPIRE Scholars
- Pikes Peak State College
- Colorado Springs, CO
- Program specifics coming soon

→CTP in progress  
→Statewide Comprehensive Higher Education Certificate

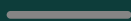




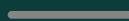
# Questions?

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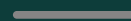
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# Important to Note

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- Increased responsibility from PK-21
- High standards & academic challenge
- Student-driven
- High expectations
- Faded support models
- Begin preparation and conversation early

**“[inclusion in college] gives you a neat opportunity to discover yourself and what your role is in this world.”**

-Inclusive higher education student,  
Elevate at ACC

# 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)



# Preparing In All Domains

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- Academics
- Social
- Vocational
- Independence

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

- IHE Graduate Parent

# Academics

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- 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

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- 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

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

# Independence

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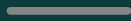
- Navigating campus
- Personal & campus safety
- Community access & travel
- Use of down time
- Medication Management
- Self-care / cleanliness
- Use of interagency supports
- Money management
- Home-based responsibilities



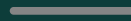
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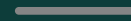
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# General Techniques

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- 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

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- [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

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- Student-led IEP goals & meetings
- Advocate for inclusive settings as often as possible (research-based practice)
- Ensure high expectations amongst classroom supports
- CC students into any email thread between parents and providers
- 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 Community

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- 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 Agencies](#) (formerly CCBs)



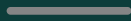
# Closing Remarks

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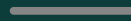
- You are not alone!
- Take it one step at a time
- Collaborate with community agencies:
  - DVR/SWAP
  - The Arc Chapters
  - Case Management Agencies
  - PEAK Parent Center
  - Etc.



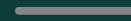
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# Handouts



## PREPARING FOR COLLEGE

for students with intellectual developmental disabilities and their families

### Think Early

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



### 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

### Know your Options



Inclusive Services  
UNIVERSITY OF COLORADO  
COLORADO SPRINGS

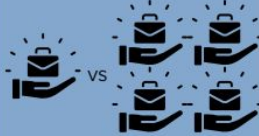


Prevention Research Center  
College of Agricultural Sciences  
Center for Community Partnerships



### Is college worth it?

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



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

### Find Out More

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

### Preparing Together



National Technical Assistance Center on Transition



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

# Handouts Continued

## Early Childhood

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

## 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

## 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

## 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:



## 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

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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 9/13)
- [Fall Webinar Series](#)
- [Monthly newsletter](#)
- [Join our BOD!](#)

# National Resources

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



# IEP Goal Writing Resources

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- [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?

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# THANK YOU

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

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

<https://forms.gle/VWLP2We8oWzKNC9h8>

Are you sure you want to continue?

Continue

Stay on zoom.us