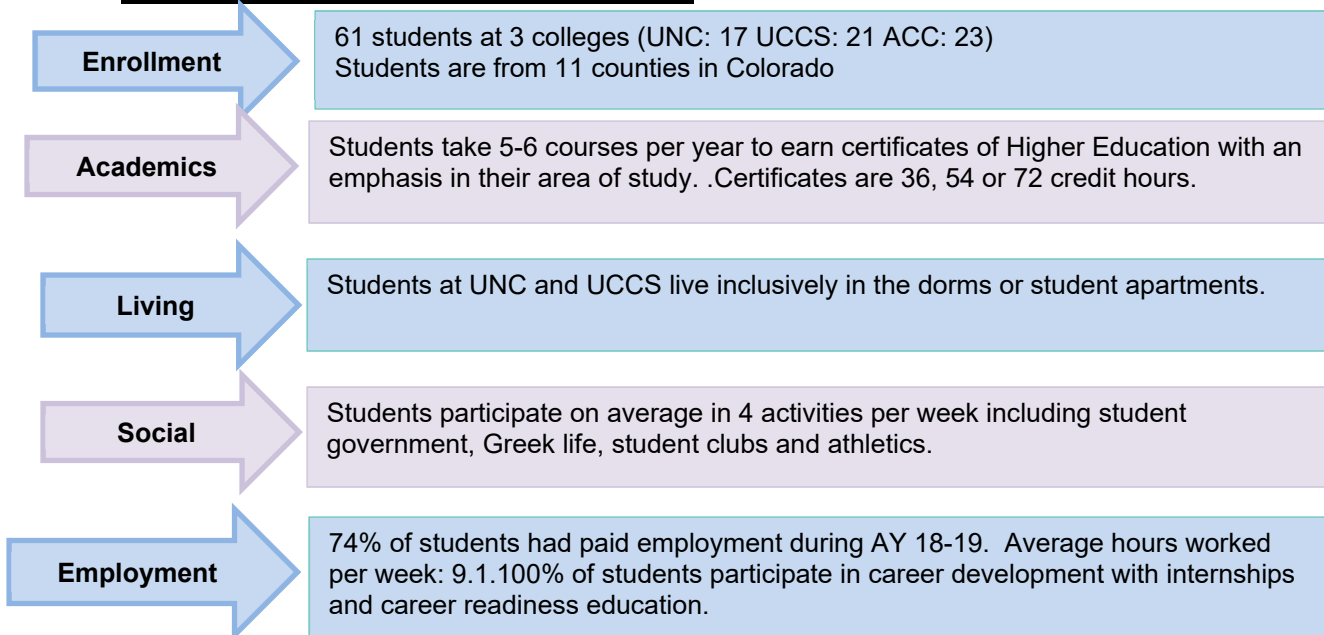


**SB 16-196 Colorado Inclusive Higher Education
Pilot Program Executive Summary
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Background. Senate Bill 16-196 created a program to establish inclusive higher education Pilot programs at the University of Northern Colorado, University of Colorado at Colorado Springs, and Arapahoe Community College, for students with intellectual and developmental disabilities (I/DD). The programs first admitted students in the fall of 2016 and currently have 61 students enrolled across the 3 IHEs. SB 16-196 came about through the collaborative efforts of parents of students with intellectual and developmental disabilities (I/DD) and other stakeholders who formed a nonprofit, IN! Colorado Initiative for Inclusive Higher Education. SB 16-196 was signed into law by Governor Hickenlooper on June 2016
http://www.leg.state.co.us/clics/clics2016a/csl.nsf/fsbillcont/B364570ACA74A58087257F770055BF34?Open&file=196_enr.pdf. The Act included several provisions: 1) State funds were provided to three “Pilot” IHE, ACC, UCCS, and UNC for each school to develop an inclusive higher education program for students with ID; 2) The goal was to grow to a total of 40 students served in this program at each institution over four years; 3) Annual funding of \$75,000 goes to each of the IHE for the “Pilot” program and \$25,000 goes to the CU School of Medicine, JFK Partners to evaluate the Program and produce an annual report. The funding is for five years ending with AY 20-21.

Evaluation Approach. The Evaluation of SB 16-196 involves the active participation of multiple stakeholders at the three pilot schools and IN! as a private nonprofit group of committed stakeholders. The Evaluation Plan includes four strategies that the three Pilots and IN! have adopted in collaboration with JFK Partners. It also includes information regarding the students admitted. These strategies include: Review of Program Standards; Documentation of Stakeholder Satisfaction with Pilots; Establishment Of a Cross Pilot database; Consortium Meetings.

What is happening at Colorado Schools?



Stakeholder Feedback: Feedback is obtained at the end of each semester from four stakeholder groups: students, parents, and faculty and peer mentors. The surveys are sent electronically through Survey Monkey although stakeholders are also able to request direct contact with the evaluator. All four groups of stakeholders are very positive about the experience. However, the surveys provide an opportunity for feedback that the IHE can respond to and modify program as needed. This feedback has resulted in the Pilots recognizing that the support provided to all four stakeholder groups has to be well defined. Students and Parents are generally very positive. Both groups recognize the growth in independence of the students. Faculty are generally very positive but over the course of the semesters have asked for more direction in how to support the students. Peer Mentors find the experience valuable and many have career goals in relationship to the field of developmental disabilities.

Obtain Comprehensive Transition and Post-Secondary Program Status. As of fall 2019 both ACC and UNC have been approved on CTP status. UCCS is still under review at the campus level.

Development of a Uniform Credential. ACC developed a 36-hour three-year credential that has been approved by the Community College System and therefore is available should any of the other community colleges elect to provide staffing to support inclusive higher education students. The two four-year schools elected to join forces on specifying a 4-year 56-credit hour credential. As specified in the legislation these 56 hours include 2 general education courses each semester for 4 years plus the special course. The credentials have been accepted by each IHE.

Financial Sustainability. The experience to date indicates that the original financial sustainability model is not workable for several reasons: 1) enrollment of the projected number of students is not feasible especially during initial program development; 2) the amount of funding (\$100,000 or \$75,000) is not adequate to support the required number of staff necessary to support the core pillars of the program; 3) the special fees at UCCS and UNC are currently at the maximum amount that families can manage. However, the development of the fee for IHE inclusion approved by Vocational Rehabilitation is a very promising development for sustainability.

IN! Role in Development and Sustainability. The passage of SB 16-196 and the ongoing development of the Pilots needs to be credited in large measure to the vision and dedication of a group of committed parents and interested stakeholders who founded IN!. IN! sponsors an annual summer fundraiser that has been an occasion to celebrate the accomplishments of the students, IHE faculty and Pilot program faculty and staff. Some of these highlights may be viewed at <https://inclusivehighered.org/>.

Summary. The SB 16-196 Pilot programs have completed the first six semesters of development and have admitted their fourth cohort of students. Based upon that experience the programs have learned a number of things about how to develop and implement these programs. One of the major learnings has been how much effort is required to both develop program procedures and implement them at the same time. After taking on an ambitious number of new students in year 2, (26 new students), the Pilots scaled back new admissions in years 3 and 4.

In AY 18-19 each program added a staff member to focus on career pathways which resulted in increased capacity to support Pilot students in employment goals. Adding these personnel however also made it apparent how much development work is needed in employment in addition to individual student advisement.

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SB 16-196 Colorado Inclusive Higher Education Pilot Program

Fourth Annual Report

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January 2020

SB 16-196 Inclusive Higher Education Pilot Program Annual Report

Background

Senate Bill 16-196 created a program to establish inclusive higher education Pilot programs at the University of Northern Colorado, University of Colorado at Colorado Springs, and Arapahoe Community College, for students with intellectual and developmental disabilities (I/DD).

SB 16-196 came about through the collaborative efforts of parents of students with intellectual and developmental disabilities (I/DD) and other committed stakeholders who formed a nonprofit, IN! Colorado Initiative for Inclusive Higher Education. The leadership of IN! was inspired by a movement across the country to create opportunities in institutions of higher education (IHE). both two and four-year programs for students with intellectual and developmental disabilities to experience and gain from inclusive higher education programs.

The creation of such higher education opportunities nationally was stimulated by the Federal 2008 Higher Education Opportunity Act. Under this Act, Congress appropriated \$10.6 million toward creating model programs for states to use to foster the development of such efforts. Under this funding, the Transition Post-Secondary Education Program for Students with Intellectual Disabilities (TPSID), 27 IHE received funding for “creating, expanding or enhancing high quality inclusive higher education experiences to support positive outcomes for individuals with I/DD.”¹ Grants were awarded again in 2015 to 25 IHE to implement the TPSID program: ([https://thinkcollege.net/sites/default/files/files/resources/TC%20reports%20data%20summary web F.pdf](https://thinkcollege.net/sites/default/files/files/resources/TC%20reports%20data%20summary%20web%20F.pdf)).

Under the TPSID program Congress also appropriated funding for a National Coordinating Center to support the TPSID projects. This center, Think College, became a resource for the IN! families as they began their pursuit of inclusive postsecondary opportunities in Colorado. The Think College materials, and reports and parent visits to IHE around the country helped IN! develop a vision of post-secondary education opportunities including college living experiences for Colorado.

The IN! group, with active participation from the state Arc chapter and JFK Partners, CU School of Medicine, Colorado’s University Center of Excellence in Developmental Disabilities Education, Research and Service and with the encouragement of Sen. Bill Cadman, Senate President at the time, began to pursue state of Colorado funding to initiate “pilot programs” at three Colorado IHE. As one of the first steps in planning for the legislation several people from the IN! board met with Kachina Weaver from the Colorado Department of Higher Education (CDHE) to determine whether the CDHE could be the home agency if a bill was passed. This location was agreed to and legislation was pursued. Carl Einhaus was charged with serving as the liaison person between CDHE and the IN! consortium which includes the three Pilots, the evaluator and IN!.

SB 16-196 was signed into law by Governor Hickenlooper on June 6, 2016.
http://www.leg.state.co.us/clics/clics2016a/csl.nsf/fsbillcont/B364570ACA74A58087257F770055BF34?Open&file=196_enr.pdf

¹ Colorado State University received one of these grants, but the program has not met the needs of the families who started IN! as the students admitted under the program at CSU need to meet the standard admission requirements. SB196 Pilot students do not need to meet requirements of standardized tests for admission.

The Act included the following provisions:

- State funds were provided to three “Pilot” IHE, Arapahoe Community College, University of Colorado at Colorado Springs and University of Northern Colorado, for each school to initiate and develop an inclusive higher education program for students with Intellectual Disabilities.
- Funding for the program from the legislation was intended to continue for five years ending with the 2020-2021 academic year.
- JFK partners was expected to provide a written evaluation report to CDHE yearly.
- The goal was to grow to a total of 40 students served in this program at each institution over four years.
- Annual funding of \$75,000 goes to each of the IHE for the “Pilot” program and \$25,000 goes to the University of Colorado School of Medicine, JFK Partners to evaluate the Program and produce an annual report.

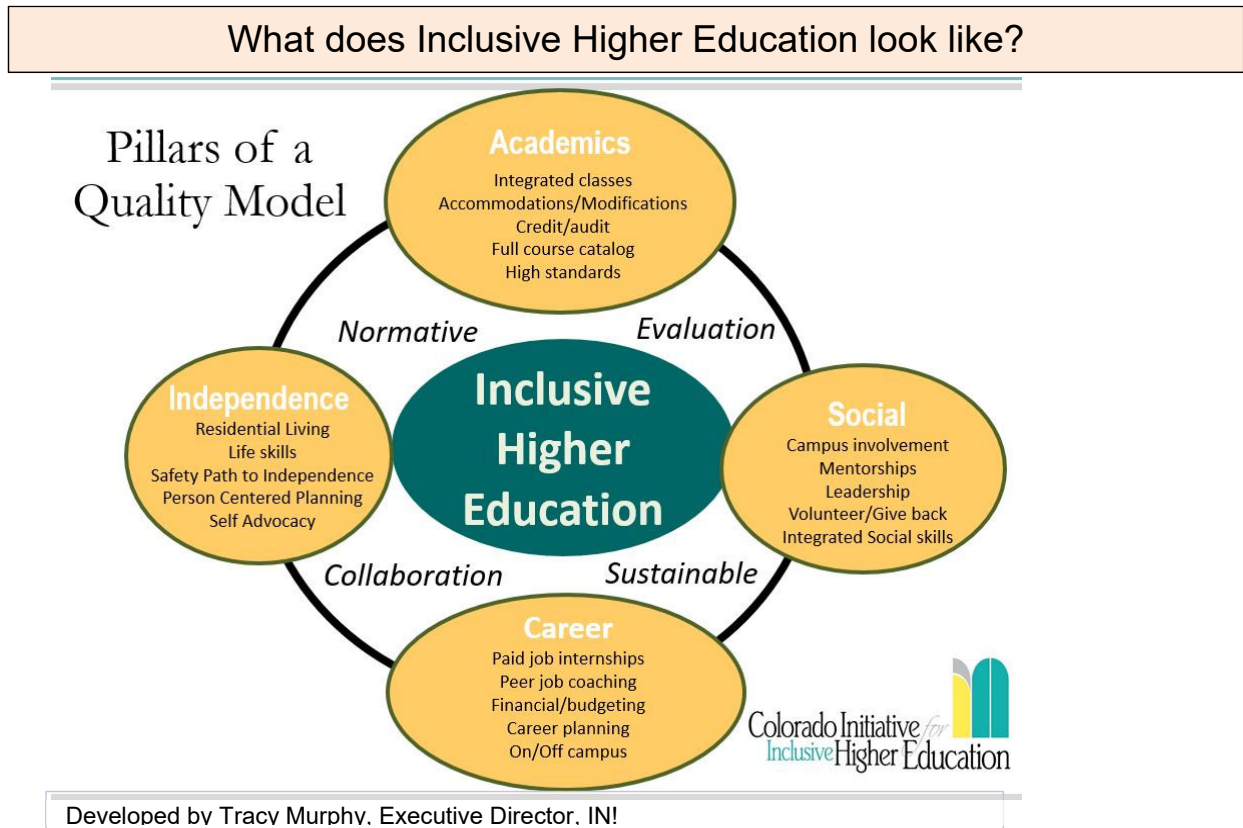
SB 16-196 specified requirements for the Pilots which included:

- (a) An institutional assessment to determine training needs, technical assistance, and other capacity needed to provide a higher education program for students with intellectual and developmental disabilities;
- (b) Identification of state and institution regulations, policies, and practices that foster or impede inclusive higher education;
- (c) Offer programming and necessary supports for students with intellectual and developmental disabilities that allow a student to take for credit, or, to, audit a minimum of two on-campus undergraduate courses each semester in his or her chosen area of interest, and to take a course each semester that is designed to meet the needs of students with intellectual and developmental disabilities, resulting upon completion in the award of a certificate from the institution;
- (d) To the greatest extent possible, integrate students socially and academically into the normative offerings of the institution and give the students all of the rights and responsibilities of typically matriculating students;
- (e) Include peer mentoring;
- (f) Coordinate with available vocational rehabilitation supports through the Colorado Department of Labor and Employment, Division of Vocational Rehabilitation;
- (g) Prepare students for gainful competitive employment;
- (h) Admissions standards that do not require a student to participate in a curriculum-based, achievement college entrance exam that is administered nationwide;
- (i) Determine whether the program is sustainable and if so, to become a certified transition program, as defined in the "Higher Education Opportunity Act", pub. L. 110-315, https://www.uc.edu/content/dam/uc/registrar/docs/higher_education_opportunity_act_of_2008.pdf giving students in the program access to federal financial aid opportunities; and
- (j) Require the institutions of higher education to develop a five-year plan for sustainability, including enrollment projections for the inclusive higher education program.

Evaluation Approach

The Evaluation of SB 16-196 involves the active participation of multiple stakeholders at the three pilot schools and IN! as a private nonprofit group of committed stakeholders. The Evaluation Plan includes four strategies that the three Pilots and IN! have adopted in collaboration with JFK Partners. This fourth report covers the third year of operation of the program, academic year 18-19. It also includes information regarding the students admitted for AY 19-20.

Figure 1 depicts the elements or pillars of a quality model of Inclusive Higher Education: academics, social skills, career experiences and independence in the skills of daily living.



Evaluation Strategy 1. Review of Program Standards.

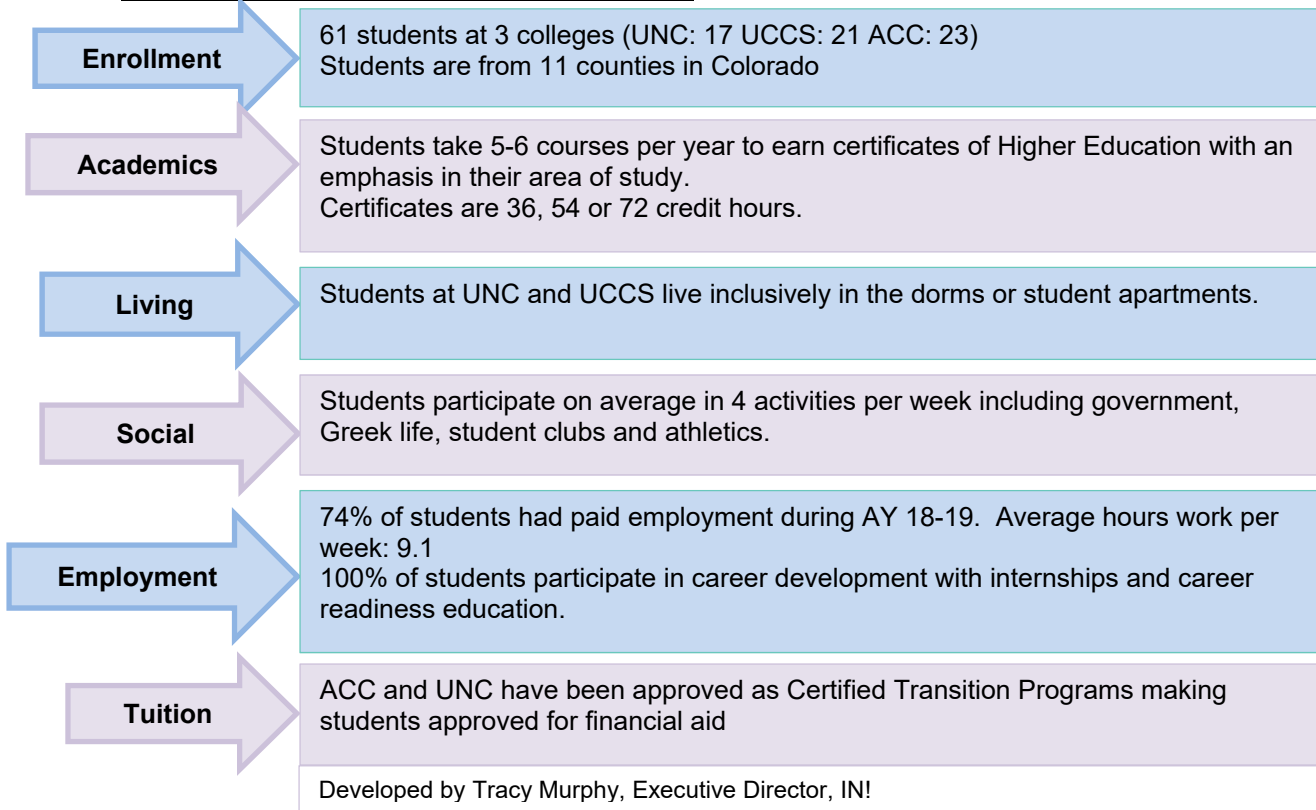
The intent of the legislation was that the Pilots were to use the Inclusive Higher Education, Think College program standards as SB 16-196 Pilot program standards as applicable. Each of the Pilot schools reviewed the Think College (best practice standards) and assessed their status with respect to the standards and benchmarks and set goals where they wanted to improve their standing. Standards were formally reviewed in previous years and updated in the fall of 2019.

In the course of each Pilot rating their status on the benchmarks attached to each standard, differences in interpretation of the benchmarks and differences in the priority given to standards and benchmarks were identified. Initially the Consortium approach was to see the benchmarks as requirements. However, in the course of reviewing them multiple times it became apparent that some were more important than others. The 2019 ratings reflect a reprioritization of the benchmarks. The appropriateness of a more selective approach was confirmed in discussions

with a Think College staff member who pointed out that the standards and benchmarks are to be viewed as suggestive rather than universally applicable.

Figure 2 contains a summary of enrollment, as of fall 2019 and key activities of the students

What is happening at Colorado Schools?



In August of 2019 each school reviewed the Think College Standards against their current status. The scale for self-rating against these standards is: 0 not planning to implement; 1 no progress; 2 in progress but not fully implemented and 3 fully implemented. The schools found that doing this reappraisal was useful as a means for identifying standards that have been accomplished and noting ones that still required some work. For the most part ratings were fully implemented at each school. Where items were only partially implemented the schools were able to share successful strategies for implementation. The complied standards from the August 2019 ratings are included in Attachment A.

Evaluation Strategy 2. Documentation of Stakeholder Satisfaction with Pilots.

The format for collecting stakeholder information was revised for the AY 18-19. Rather than paper and emails forms, the questions for each stakeholder group; students, parents, faculty and peer mentors were sent electronically through Survey Monkey. These surveys were made available to each school and the school then sent the requests to each individual in each stakeholder group. Also, while the questions remained consistent a quantitative rating request with a rating from 1 to 10 was added. The response rate with Survey Monkey was somewhat improved but there is still room for improvement. The schools and the evaluator have found the combination of qualitative and quantitative responses helpful. Each IHE receives the results from their stakeholders. If there is identifying information, it is deleted.

Pilot Student Feedback

The Pilot students were as with previous years positive in the ratings of their experiences. Table 1 contains the questions posed to the students and for the quantitative questions their average ratings for that question for the Fall of 2018 and Spring 2019 semesters. Each school received the deidentified survey results. The schools all felt the quantitative and qualitative feedback was helpful.

Table 1 Stakeholders Questions Posed to Students

Questions	Fall 2018 Average Rating	Spring 2019 Average Rating
1 to 10 How satisfied are you with the help you received in selecting classes to take	8.17	7.99
1 to 10 How satisfied are you with the help you received in understanding class assignments	7.88	7.91
1 to 10 How satisfied are you with the help you received in keeping your schedule; getting to class on time	8.51	8.32
1 to 10 How satisfied are you with the help you received with your homework	8.12	7.49
1 to 10 How satisfied are you with how professors treat you in class	8.78	7.95
1 to 10 How satisfied are you with how other students accept you in class	8.04	7.52
1 to 10 How satisfied are you with the help you have received in identifying career goals? What kind of work you want to do?	7.71	8.52
1 to 10 How satisfied are you with where you are living if on campus	4.73	8.00
1 to 10 How satisfied are you with the progress you have made in daily living skills (laundry, self-care, cleaning your room, managing your money, self-advocacy, making good decisions)	7.65	8.00
1 to 10 How satisfied are you with the amount of contact you have with other students at your school?	7.97	7.68
1 to 10 How satisfied are you with the progress you have made in speaking up for yourself?	7.94	8.41
1 to 10 How satisfied are you in general with your experiences this past semester?	8.41	7.77
Total number of students responding	20	27
Total number of students receiving surveys	43	45

Student Feedback

It should be noted that some students may have responded to only one survey. The only really concerning rating was the fall of 2018 response to satisfaction with living on campus with 4.73 out of 10 average. In the spring of 2019, the rating was 8. The schools worked with the comments made by students to address concerns. The on campus living experience at the two four-year schools is an area where the schools feel they must be very intentional in the supports provided to the students, especially students who tend to be less outgoing.

Selected comments from students are included here.

Experiences and likes

- “Great made lots of new friends, live on my own.”
- “Like to learn, being with people my age and I feel independent.”
- “Great, hanging out with new friends.” “
- Freshmen year was awesome! I was able to take transportation properly, ordering what I want to eat in the dining hall, and meeting new people.”
- “It went good I’m passing my exams and doing well on my homework assignments.”
- “This semester was very hard I feel like I didn’t succeed this semester.”

Classes

- “Fun and interesting and the professors were really nice.”
- “Additional supports, spring 2019 would have liked time with a mentor.”
- “Big success for my first year... cannot wait for another year there.”
- “Homework club is helpful, mentors and Jon and Julie.”
- “I like all my professors.”
- “Very helpful with selecting classes that fit my strength.”
- “This spring semester was very hard for me I felt like I didn’t have enough help and Elevate was going through a lot of changes.”
- “I received help with learning how to use my tutoring good.”
- “They were very helpful I got PowerPoints for my classes, they emailed me about homework assignments.”

Support for career goals

- “I got help with choosing out my career path and getting help with applying for the nursing program.”

Self-Advocacy progress

- “I am learning how to better advocate for myself.”

Support needed but not received

- “I would like more help with one on one tutoring and getting more time to work on homework assignments.”
- “More mentors that understand the classwork that we have to do.”

Support for social activities

- “I would have liked a little more support for more weekend activity- even talking through scheduling an activity with someone.”
- “My experience has been good for the most part, but I would have liked more peer mentors.”
- “People who run the program are awesome.”
- “It is an amazing opportunity... For me it has been awesome and know that no matter how many years it takes I will still keep going and getting my certificate or degree.”
- “Last semester was hard, but this semester is going much better for support for more social activities.
- “I would like to hang out more with other students.”
- “More support with understanding other people’s opinions in class.”
- “Other students treat me kindly and respectfully.”

Goals Change

- “Getting fully prepared, staying organized and scheduled. Having ownership of my work.”

Parent Feedback

Parents also received Survey Monkey requests from their respective schools at the end of the Fall 2018 and Spring 2019 semesters. As with the students some of the questions requested a

quantitative rating on a 1 to 10-point scale. Table 2 contains the questions posed to parents. Table 2 also contains where appropriate the quantitative average ratings for the Fall 2018 and Spring 2019 semesters. Generally, the parent ratings are positive with the exception of question 4, campus living arrangement, where the ratings for the fall of 2018 was 5.90 and for spring of 2019 the rating was 6.26. Question 5 career opportunities also had a relatively lower rating of 7.83 from fall and 6.39 for spring.

Table 2 Questions Posed to Parents

Questions	Fall 2018 Average Rating	Spring 2019 Average Rating
1 to 10 How satisfied are you with the orientation you and your student received	8.40	8.95
1 to 10 How satisfied are you with the Academic Advising your student has received	8.70	8.36
1 to 10 How satisfied are you with the social opportunities your student have had	8.13	8.51
1 to 10 How satisfied are you with your student's campus living arrangements (if applicable)	5.90	6.26
1 to 10 How satisfied are you with the career opportunities your student have had (all types)	7.83	6.39
1 to 10 How satisfied are you with your student's growth in independence	8.56	8.82
1 to 10 How satisfied are you with your student's growth in self-advocacy skills	8.33	8.13
1 to 10 How satisfied are you with your student's overall experience	8.80	8.74
Total number of parents responding	22	24
Total number of parents receiving surveys	43	45

Selected comments from parents are included here.

Overall experience for students and parents.

- “My son is thrilled at the opportunity to participate in college life. We see an increase in his confidence and ability to hold meaningful discussions.”
- “Our student is gradually becoming more determined with what he wants to do/not do, and independent, though still falls easily into home routines.”
- “The OIS team does a great job orienting new and returning students to the upcoming semester.”
- “Very thorough with ample face to face meeting time, and attention to all details needed.”
- “Best decision for my daughter ever!!”
- “Truly. This has been a dream come true for our son and for us as a family. Without this program we would have not taken the calculated risks that have produced the amazing amount of growth we have witnessed. Thank you!”
- “Off the charts!!! This was his first year, and I sought out many resources on how to know if someone is ready/capable of independent living. I didn't get substantial results and was frozen with fear as we inched closer to this student moving out of the house. We had such confidence in the OIS, that we proceeded with really no expectation of what would happen. As with many learners, my student needed to experience the next level of independence and not sit in a transition program classroom talking about it. My student has a good radar for what is authentic. He had the perfect amount of hands-off support. He has the

opportunity and dignity to try and fail and learn in a safe step into increased independence. He has always been motivated to follow directions in the classroom, but the higher-level content, campus navigation in a safe community, and perfect living situation have come together so well.”

- “My daughter has grown so much since starting the OIS program at UCCS. We see the maturity and independence levels grow within this first year. Looking forward to next year.”
- “He has had a few new challenges this semester but overall has done well.”
- “I really can't say enough about how grateful we are for this experience for our son. From top to bottom it has been all we could have dreamed of and more.”
- “I am very impressed with her new-found self-confidence and independence.”
- “I think the students could benefit from more intentional person-centered planning. That way needed areas of growth for the students can be better identified and addressed.”
- “I can't say enough about this program. The Elevate Program has allowed my daughter to easily transition from high school to college and she feels good about herself and is proud of the fact that she is in college, just like the rest of her peers from high school.”
- “The staff who manage the program, show a genuine interest in the well-being of the students and go above and beyond their jobs to make sure the students are thriving. I can't say how much it means to me to see my child so happy and excited to be a college student.”
- “The program was very organized and informative. When I had questions in the beginning, I emailed them to Jennifer and her team and always received prompt answers and information as well.”

Relationship with student changed

- “We have much more meaningful conversations about expectations and challenges. He is able to discuss issues and outcomes at a deeper level than prior to attending UCCS.”
- “We have always had a tremendous amount of respect for his courage and abilities, but these have grown. We see his capacities on a whole new level and as a result are having whole new conversations with him about life and the future.”
- “We have a more adult relationship. I have confidence in his behavior choices, and I don't fear the future. I can see when things come up that he needs to hear from someone besides a parent, and I don't feel alone in figuring out his life. I'm more respectful of his intelligence and capacities.”
- “She has greatly matured and has become more responsible and independent.”

Impacts

- “One thing we have noticed is that he is quicker to understand and realize the meaning of a discussion... Now, he is able to say how he feels and what he will do to improve a situation.”
- “I see a group of young women and men who feel a sense of belonging who otherwise would not have had the opportunity to belong. Their lives are enriched with this positive experience of college life and making connections with others.”
- “Has more friends, motivated to do more in a day, week and life.”
- “We expect much more from her now. She works and has to keep track of her finances. She makes many of her meals... She schedules her own appointments. She has matured immensely.”
- “I see wonderful growth in her in many ways as she works on becoming more independent. Positives include better decision making, more confidence and broader understanding. Negatives are more stress and anxiety... This opportunity is something we all strongly embrace.”
- “All positive impacts, she continues to set an example for her younger brothers.”
- “We have drawn closer and can discuss just about anything. I feel like she can be trusted even more.”
- “So grateful for the pacing, the timing and the "just right" level of support.”

- “I expect that he will feel more confident in his abilities to self-advocate, get along with roommates, and build better employment skills and opportunities.”
- “As any college student I would like to see my daughter grow as a person and to be prepared for life after college. This includes socialization, working, and building bonds with her peers (with and without disabilities).”
- “(a) to mature and grow as an independent adult; (b) to obtain gainful employment following completion of her education.”
- “Continued growth in reading, writing and expressing herself. More self-confidence and independence. A chance to transition into a job she can handle and enjoys.”
- “Greater self-confidence, self-advocacy, greater self-regulation and develop friendships with peers.”

Balance among academics, social and vocational

- “At beginning of experience 1st semester, social life was slow to develop on weekends, more support for connections would have been helpful. 2nd semester was a better balance.”
- “Our daughter has benefitted from academic support, social support and advocacy skills. We are looking forward to the second-year emphasis on job/professional skills.”
- “There were some good recommendations that I wouldn't have considered as options.”
- “The program is opening up possibilities that we never could have imagined. Truly.”
- “He has had support to follow interests and make each class accessible in a way that is meaningful for this student. It sets him up to play an active role in his education. He really notices this important factor in his experience.”
- “Staff are so involved and provide recommendations and clarify questions but more importantly they really listen to what the students have to say.”
- “They are a crucial part of what makes this opportunity so fulfilling. Having friends and classmates that are positive, dedicated students to support and be supported by is amazing. I appreciate that the OIS has tried new approaches to this and has been very quick to make adjustments that work for the students. There is theory, and there is reality, and the OIS is so observant that they can see what works well for each individual.”
- “I think they look out for their students and are realistic with what the students can handle in terms of class load.”
- “I'd like to see more opportunities; perhaps more of a 'push' from staff to the Club participants to meet outside of school as a group.”

Living Arrangements

- “He is in a perfect setting by having student housing that is at the edge of campus but is not a dorm. It's a nice, small building where anything undesirable would be quickly noticed. He hasn't had roommates he enjoys living with, but this step into so much independence is perfection. He gets to live away from his family of origin in a way that is a manageable next step. With friends around, and the OIS keeping an ear to the ground, he has made this transition seem easy. We were scared beyond belief at how this would roll out, but we just had to try it. I can't imagine a better arrangement.”

Career Opportunities

- “Much TBD yet for our son but the fact that he already has a job is amazing for him!”
- “My student has just finished 3rd year and just this month she is working her first paid job. Was hoping to have that sooner but am very happy she has 2 working opportunities now.”
- “My student is only in the first year, so this is not the main focus. When he insisted that he wanted a job anyway, he was very supported. They have helped talk him through picking an educational path that is aligned with his career aspirations. We really went in clueless in this department, and they got to know my student, spent time talking with us (his parents), and helped match him to an attainable option. My son really needed someone he trusted, who was not a parent, to support him in this.”

- “Volunteered at a pre-school that didn't progress into a paid position. Did not have any feedback as to why. Not sure if student was doing something that was helpful to the pre-school. Not confident that student has the skills to be able to teach in a pre-school setting. this was the 2nd volunteer work done at a pre-school that didn't turn out to be something more.”
- “He worked as an usher at the new performing arts complex on campus. The variable time commitment and setting were a great match. The setting with many student ushers sounds amazing. He got to learn some next steps about transportation, and he will never go back to not having a paycheck. It seems like a positive setting for meeting students outside of the OIS, and he carpooled with coworkers many times. I was impressed with his care of his uniform when he showed me on the phone that his shirt was neatly laid out so it wouldn't get wrinkled. When I asked who showed him to do that, he said, "myself." Having unwrinkled clothes has never been a big priority for him, but now he knows it matters.”
- “There have been no career opportunities for my student. Had a good meeting with Elevate staff and if they are already planning for next year. Optimistic that there will be wonderful opportunities next fall.”

Growth in Self-Advocacy Skills

- “Although he has made some progress in self-advocating, he has a long way to go in learning the most effective methods and also knowing when to self-advocate.”
- “Sometimes mentors do too much.”
- “It's baby steps for her... she has so much anxiety. Yet, the staff are awesome w/ her and really praise her every step of the way!”

Recommendations

- “Better communication with parents, with students' personal goals, achievements and expectations.”
- “Good balance between giving them space to create their own options and having things to do. The only thing I would suggest is more outreach, so students were aware of the program. I think other groups would be more inclusive if given the opportunity to do so. For example, fraternities and sororities and other clubs.”
- “I think just more ability to tap into other options. He would need to be encouraged a bit, but he is very social, and I think would participate in many more things.”
- “Figuring out the transportation to the workplace on the weekends is an ongoing issue. But it is forcing him to be creative and to reach out for connections and help.”
- “I liked that they were able to assign her the same peer tutor 2x/week. I'd like to see continuity within lengthy projects - perhaps one peer tutor writes a note saying what has been done and what h/she sees as the next step.”

Faculty with Pilot students enrolled in their classes.

Faculty who had one or more Pilot students in their class were sent a survey requesting feedback about their experience. Requests were sent at the end of fall 2018 and spring 2019 semesters. Questions addressed whether they felt it was necessary to modify the class content; whether they were provided needed support; whether other students were accepting of the “Pilot” students and whether they had any suggestions to offer. The surveys sent to faculty were left primarily in qualitative format, however they were asked to give a quantitative rating to two questions. Table 3 contains all of the questions and summary of the quantitative ratings from the faculty.

Table 3 Questions Posed to Faculty

1. What is the name of the class where you have had a Pilot student?
2. How many Pilot students do you have in class?

3. What has been your previous experience if any with students with Intellectual and Developmental Disabilities?
4. How, if at all, have you adjusted your class to accommodate the Pilot student(s)?
5. Have the modifications or adaptations made for the student by the Pilot staff seemed appropriate?
6. Are there things that need to be done to help you as a professor to support the Pilot students?
7. Do you feel other students in the class are accepting of the Pilot students in your class?
8. Do you have any reservations about having Pilot students in future classes? If so, what are they? What might be done to address them?
9. Has your perception of students with Developmental Disabilities changed after having a Pilot student in your class? How so?
10. What recommendations do you have for the Pilot going forward?
11. Any additional considerations regarding the Pilot?

Questions	Fall 2018 Average Rating	Spring 2019 Average Rating
On a scale of 1 to 10 how satisfied are you with the level of communication from the Pilot?	7.63	8.83
On a scale of 1 to 10 how satisfied are you with this experience as a whole, with 10 being the most satisfied.	8.50	8.64
Total number of faculty responding	23	23
Total number of faculty receiving surveys	67	90

Selected comments from faculty are included here.

Previous experience

- “Knowledge of the program has allowed the instructors the opportunity to engage the students appropriately into the classroom discussion without much disruption and to build their confidence to participate. The instructors have embraced the diversity it provides, and I believe that all the students benefit.”

Any reservations? Recommendations?

- “No, I just want to know who they are and be given tips on how I can help them integrate into the classroom, so everyone has a good experience.”
- “Disclose students and give us some training before the semester begins on what these students might need from us.”
- “Faculty training from staff or professionals who specialize in working with individuals with IDD is essential to the success of the program.”
- “Would like to reduce the amount of work the instructor has to do to accommodate these students and increase the level in which the program provides these resources to the instructor.”
- “I was worried that I did not have the appropriate skills to serve this student well and to determine what is appropriate for this student. More direction or information about this would be helpful.”
- “Just more awareness on the front end for faculty would be helpful. Such as best practices, accommodation details, etc.”
- “No - the only request I have is to work more closely with the student's coordinator. We did exchange emails and did some coordination that way, but I feel an in-person meeting before or within the first few weeks of the semester would be more effective.”

- “More preparation and details about accommodations and best practices would be helpful.”

Adjustments to class to accommodate the Pilot students

- “We adjusted quizzes and exams as well as speech rubrics.”
- “Slow it down, check if students understand, modify the assignments to the Pilot students.”
- “Modeled expectations and partnered with others.”
- “I really made few modifications to my lecture and assessment approach - except for establishing a relationship with the Pilot student. With 234 students in the class, this is not something I can do for everyone, but it was important to do for this student's experience and success. I worked with the Inclusion Coordinator to develop an alternative assessment procedure, however.”

Acceptance by Other Students

- “Most are, yes, it was a “communication” class, so we talked A LOT about being aware of everyone and their differences while not just judging and being tolerant.”
- “The other students have been very accepting of the students. Have only received positive feedback on how they contribute to the overall classroom experience.”
- “The GOAL student in my course was well liked and accepted by all students in the course.”
- “Yes, it takes a few classes for the culture to develop, but overall they bring a good dynamic to the group.”
- “Yes. I did not observe any behaviors or receive any feedback from other students that would indicate otherwise.”

Perceptions changed

- “Yes, I do see how capable these students are without changing the rigor or modifying the assignments.”
- “Yes, the student was a joy to have in my class and helped challenge other students to have more patience.”
- “Yes- Everyone is completely different. Some students are amazing writers but have trouble talking. Some are amazing speakers but have trouble socializing casually. There is no blanket statement that can cover anyone, and I love that.”
- “I understand that every student learns differently, so working with students with DD just further drove home this notion. We need to always be adaptable as instructors.”

Additional Considerations

- “Thank you, as the program is wonderful, and I am happy to be part of it.”
- “I think this program is important - not just to give students with developmental disabilities more opportunities but also to help other students have opportunities to decrease implicit biases, prejudice or discrimination they may have toward people with disabilities.”

Peer Mentors.

The two four-year Pilots have been able to recruit peer mentors to work with the students primarily around academics. Many responded to requests for input and they were uniformly positive about the experience. The peer mentors all received payment which, was important to their having the time available to do the mentoring. However, they were also very positive about the value of the experience. As program policy and procedures get more refined it would probably behoove the Pilots to try to do more with recruitment of peer mentors and to see if peer mentors might get course credit in lieu of payment. The peer mentors provide double benefit by supporting students but also serving as “Pilot” ambassadors as they pursue their careers. Students were generally positive about peer mentors and would have liked more of their time. The peer mentors were also asked to complete surveys. The questions were primarily qualitative, but they were asked two quantitative questions. Table 4 contains a summary of the quantitative responses averaged from the peer mentors.

Table 4 Questions Posed to Peer Mentors

1. Please tell me a little about yourself. How many years have you attended college? What is your major? How did you learn about the program?
2. What role are you playing, i.e. peer mentor, tutor, other?
3. What preparation has the inclusive program at your school provided for you for this role?
4. What preparation did you receive for your role? Do you feel the preparation is adequate? Is there more preparation you would like?
5. Have you had previous experience in this kind of role? If so where and when?
6. Are you receiving course credit or payment for your role? How important is credit or payment for you to do this work?
7. What has been a benefit for you for doing this work? Will you continue to do so next year?
8. Why are you serving in this role?
9. Have there been any surprises for you in your work with the Pilot students?
10. Are there any recommendations you have to improve your experience? The Pilot itself?

Questions	Fall 2018 Average Rating	Spring 2019 Average Rating
On a scale of 1 to 10 how satisfied are you with the preparation you received for this experience, with 10 being the most satisfied.	7.83	8.67
On a scale of 1 to 10 how satisfied are you with this experience as a whole, with 10 being the most satisfied.	9.16	9.5
Total number of peer mentors responding	15	12
Total number of peer mentors receiving surveys		

Selected comments from peer mentors are included here.

Receiving credit or payment

- “I was a volunteer at first and loved it and then got the opportunity to get paid but that was just a bonus and would still be doing this job even if I didn’t get paid.”
- “The payment is very important to me because I do have bills to pay, but the information and experience I am getting means so much to me as well.”
- “I am receiving payment for my role. It is important because this is my only source of income, but I would still volunteer in this position even if I did not get paid. I genuinely love this job and these students.”
- “I receive payment for the role. Payment is only important to me insofar as to pay bills. However, doing the work is its own reward.”

Preparations for your role

- “In order to become a peer mentor, I did multiple online job trainings as well as attended an in-person orientation.”
- “More preparation throughout the semester would have been beneficial.”
- “The trainings prepared me, but honestly, on the go training while you are working and rolling with the punches has prepared me more for my job every day. Julie, Christi, and Jon are also good resources if I ever needed any help and that help make me feel comfortable in any situation, knowing that I have support if I ever needed it.”
- “We were given tools to help us in the class and tools to help us with time on campus. Also, we receive daily support if we need it.”

Recommendations

- “The program has improved so much from when I started last year until now and it is constantly improving and making sure that the best is done and taking steps in order to grow and expand and do everything that they can to make the program more successful. All the staff are amazing at what they do, and the program wouldn’t be the same without them!”
- “I think mentors would benefit from more weekly check ins.”
- “I think training on making modifications for specific students or on the spot for certain situations would be helpful.”
- “Train mentors to not do work for students more training tailored to individual students we work with.”

Benefits

- “The benefit of this work is the overall experience I have gained. I have gained a lot of experience with one on one support as well as group support and it is an experience that I have been able to grow from and also impact the lives of others and that is something I really enjoy. I plan on having this job for the rest of my time here at school.”
- “I enjoy the work I do. I like making a difference in people's lives and this has been a great opportunity to do that and develop myself as an educator as well.”
- “This has been a great benefit for me in that I've gotten to work with some amazing people, and I've learned how to best support them to be successful. I hope to continue this work next year.”
- Allowed me to presume competence in all situations and to meet students where they are, not where I want them to be. I will continue next year.”
- “I have learned a great deal of patience and empathy and I believe I have grown as a person. I will continue to do this work next year.”
- “I would love to continue doing this work next year. A benefit for me has been making more connections and feeling like I'm actually making a difference, doing something that matters.”
- “I love what I do, and I love what everything represents. I also want to make a difference in people’s lives.”

Surprises

- “I wouldn’t call it a surprise but being able to see different students with the same disability and the ways they are so different has been really eye opening.”
- “The students are teaching me. they have taught me about myself, the need to accept, and the need to listen. I have learned that all people can exceed if given a chance.”
- “I have been a little surprised at the different areas in which the students excel. For instance, students can be really advanced in certain areas of the projects we are working through, yet other aspects of the project that I think are easier end up being more difficult for them. For example, a student may be doing well with literacy or problem solving, but then be stumped on an algebra problem aspect of the project.”
- “Every student needs different supports and has different needs. What works with one student may not work with another. What works one day may not work the next, so you have to take it day by day.”

Evaluation Strategy 3: Establish a Cross Pilot database.

Common data regarding characteristics of the students participating in the Pilot is collected. The Think College National Coordinating Center (NCC) Annual Report (<http://www.thinkcollege.net>) was used to identify key variables to be documented about the students. NCC reports were used to guide the design of a cross site database. Two data forms are used. One is the Enrollment form, which is collected when the student first enrolls, the second form is used each semester and it includes information about the courses taken, job opportunities and participation in social events. The Pilots are encouraged to complete the forms with the student. In addition

to information about the students, data was collected regarding the activities in which they participate, and supports they receive. Figure 3 presents a comparison of how Colorado data elements compares to Think College² national data. In order to maintain confidentiality of the data set, each IHE assigns a unique ID to each student and maintains that ID in their records so that they can track their students longitudinally. As of the fall of 2019 there are 61 students enrolled across three schools. ACC has 23 students, UCCS has 21 students and UNC has 17 students for a total of 61 students. The revised data forms are included as Attachment B. For the fall 2019 semester the information collected on the enrollment forms was expanded to include more information about supports students and families receive. Table 5 summarizes some of the characteristics of students collected on the Enrollment form.

Table 5. Student Characteristics from the Four Cohorts of Students

Gender	
Male	35
Female	26
Race	
White	49
Black	4
Asian	5
Hispanic	7
Age Range	18 yrs – 35 yrs
Disability	
Autism Spectrum Disorder	19
Down Syndrome	9
Intellectual Disability	23
Speech/Language Impairment	7
Living Situation	
With Family	35
Inclusive Housing on campus	17
Other	9
Enrollment with DVR	
Currently Applying	12
Yes	27
No	22
No Response	5
IEP Status in High School	
Yes	58
High School Status	
Graduated with Diploma	57
Received a Certificate	3
Obtained a GED	1
Attended a Transition Program	36
Financial Supports	
CCB	20
SSI	37

² (<https://thinkcollege.net/resource/program-evaluation/year-three-annual-report-of-the-tpsid-model-demonstration-projects-2017>)

Waiver	24
ABLE Account	6
Scholarship	9
Federal Financial Aid	9
Pell Grant	7
Colorado College Opportunity Fund (COF)	26
Money Earned	14
Other	14

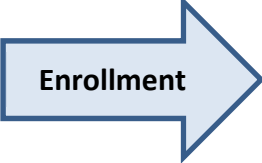

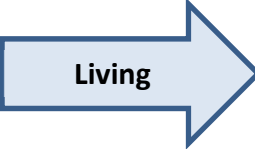
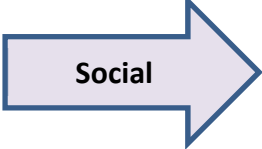

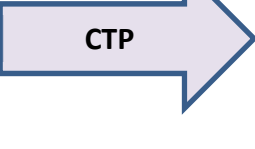
Enrollment Expectations.

Originally the Pilots were expected to admit 10 new students a year and to have 40 students enrolled at each Pilot by the fourth year, the 19-20 AY. As of fall 2019 the total enrollment across the three pilots is 61 students, just a little over 50% of the target enrollment specified in the original planning. However, the current enrollment number may be appropriate given the current staffing and stage of development of the programs. In the 18-19 AY the three programs added positions so that career exploration and planning could be better supported for the 47 students enrolled during the AY 18-19. These staff have been excellent additions to the staff to do the work that needs to be done especially in developing practicum and job placements for the students in all three cohorts at that time. It is recommended that each Pilot review experience and success with their student enrollment at the end of the fall 2019 semester to determine the number of Year 5, (AY 20-21) students they will be able to support. This review will require a critical look at the success in providing students with employment experiences. While there may be some economies of scale benefits, the Pilots need to be sure they can support the first four cohorts with sufficient employment experience as a basis for deciding how many new students they can accept for AY 20-21.

Evaluation Strategy 4: Consortium Meetings.

One of the expectations in the design of the Colorado legislation and IN! was that the Pilots would benefit from experiences of one another. Pilot faculty and staff, the Evaluator and IN! Board Member and Founder, Beth Leon and staff have met at least 12 times since the Pilots began. The liaison for the CDHE participated in meetings as available. The Consortium Meetings have been hosted by ACC as a halfway point between the 2 four-year Pilots. The primary focus for the Consortium during the 18-19 AY has been a negotiation with the Division of Vocational Rehabilitation for codes unique to Inclusive Higher Education Program in Colorado to support a payment for Inclusive Higher Education Skills Training. This code has been approved and the schools are working to understand how each will make it available to their students. This work with DVR was prompted by the experience with students and families in the first two years. Based upon the varied experiences of different students regarding eligibility we reached out to DVR and began meetings to discuss what might be possible for more of our students. The letter documenting this action from DVR is included in Attachment C.

How Does Colorado Compare?

	Nationwide <i>(based on TPSID 3 year report)</i>	Colorado
 Enrollment	Total of 837 students in 48 programs, average program size is 18 students	61 students at 3 colleges: UNC: 17 UCCS: 21 ACC: 23 <i>Both ACC and UCCS for the 1st time this year turned applications away based on program size constraints (17 students in all)</i> Students are from 11 counties in Colorado!
 Academics	53% of course enrollment is inclusive (3.5 courses/year), 47% are academically specialized (3.2 courses/year). 94% of programs offer credential, 54% approved by Higher Ed 77% of students complete inclusive higher ed programs	Students take 5-6 courses per year of which 69% of course enrollment is inclusive. <i>*each student is required to take a specialized College and Career Course.</i> All 3 CO schools offer a Certificate of Higher Ed with an emphasis in their area of study. CO will see the 1st grads in Spring 2020
 Living	68% live with their family, 21% live in IHE housing and 11% other	35% live with family, 17% live in IHE housing, 9% other All UNC students live in dorms and UCCS offers student apartments
 Social	98% of programs are able to join student organizations and 90% had students who have joined (social groups, clubs etc..)	100% of college programs are open to students. Students participate in on average 4 activities for 11.3 hours per week.
 Employment	47% have a paid job with 56% never having a job prior to enrolling in college 71% participate in Career Development Experience with 38% in internships	74% of students had paid employment during AY 18-19. Average hours students work per week is 9.1 100% participate in Career Development Experience with 31% in internship
 CTP	52% of programs are Certified Transition Program approved (federal financial aid eligible)	CTP: ACC and UNC are approved, UCCS in progress.

Developed by Tracy Murphy, Executive Director, IN!

Progress on Legislative Requirements

Obtain Comprehensive Transition and Post-Secondary Program Status. One of the expectations for the Pilots is that their institution receives Comprehensive Transition and Post-Secondary program status. While the Pilots can initiate this application, it requires approval from

the administration of the IHE in order to submit the request to the US Department of Education. This status is beneficial as it may make some students eligible for federal aid for tuition. As of spring 2019 both ACC and UNC have been approved on CTP status. UCCS is still under review at the campus level.

Development of a Uniform Credential

Initially the Pilots thought that they collectively could develop a credential that would be available across the three Pilots and then could be applied to other IHE as they began to support Inclusive programs. However, during year 2 it became apparent that what was feasible for the community college and the four-year schools differed. In this regard ACC went forward and developed a 36-hour three-year credential that has been approved by the Community College System and therefore is available should any of the other community colleges elect to provide staffing to support inclusive higher education students. A summary of the requirements for this credential is included in Attachment D

The two four-year schools elected to join forces on specifying a 4-year 56-credit hour credential. As specified in the legislation these 56 hours will include 2 general education courses each semester for 4 years plus the special course. UCCS and UNC Goal have specified the standards for credentials, and they have been accepted by the respective University. A summary of these requirements is also included in Attachment E.

Financial Sustainability

The original projected enrollment was as noted a total of 30 students per school for the 18-19 AY, and 40 per school for AY 19-20 for the two four-year schools. ACC having defined a three-year credential is expected to have turnover so that they will have 30 students enrolled in any given year. However, it is conceivable that some students may take more than 3 years to earn their credential. The assumption made in the financial plan was that each pilot would charge a fee in place of tuition, but about comparable to tuition in order to be able to sustain the Pilots without state money by year 6. The sustainability plans were based upon the expected enrollment of 10 new students per year for a cumulative total of 40 students at four-year schools and 30 students at ACC. The budgeted funds were \$75,000 per pilot per year of State of Colorado funds plus \$25,000 per year from IN! for the two 4-year Pilots. The annual amount of funding (\$100,000 for 4-year schools, \$75,000 for community college) is not adequate for appropriate staffing of these programs. The experience of the first six semesters, with less than half of the originally projected number of students has demonstrated that each Pilot requires at least two full-time staff members to support the students and faculty, and consequently provide the Person-Centered Planning necessary to each student's success. Consequently, a bare minimum staffing is an academic advisor and a vocational advisor. In order to support the students in gaining confidence and independence in social skills and skills of daily living it is best to have a third FTE at the 4-year schools. Such a position at the Community College would also be useful in supporting social skills and independence. Additional demands for time perhaps .25 to .50 FTE comes from the administrative work that needs to be done for each program. A roster of personal for each program that also includes IN! staff and the CU Anschutz evaluator is included in Attachment F. Also, in Attachment F are 18-19 AY highlights page from each school.

Each of the Pilots has dealt with insufficient funding in different ways. UCCS delayed adding a vocational staff person until well into the fourth semester (Spring 2018). UCCS does receive special fee funding which families pay in lieu of tuition. Also, UCCS has some related program opportunities that they have leveraged to enhance their staffing.

UNC received additional support from a foundation that supports special education at UNC. In year 3, AY 18-19, UNC had three full-time staff. UNC also has paid student assistants and receives the special fee funds credited to their budget. With the fee and foundation support they have been able to support three FTE.

Arapahoe Community College. ACC only receives the state funding although they have requested funding from IN! to assist them in adding needed staff. ACC is trying to provide a program without charging their students a special fee which means that they did not receive any funds in addition to the state funding. Also, students at ACC have been regularly matriculated in the program and as such are eligible for the same financial support as other students at ACC. The administration at ACC has been supportive of the program, but it is not clear how sustainable the program will be without continued state support. While many of the Elevate students could otherwise attend community college, they need more support than can be provided through the Disability Support Program at ACC.

The experiences of the first three years indicates that the original financial sustainability model is not workable for several reasons: 1) enrollment of the projected number of students is not feasible especially during initial program development; 2) the amount of funding (\$100,000 or \$75,000) is not adequate to support the required number of staff necessary to support the core pillars of the program; 3) the special fees at UCCS and UNC are currently at the maximum amount that families can manage. However, the development of the fee for IHE approval by Vocational Rehabilitation is a very promising development for sustainability.

It is worth noting that nationally and at CSU, programs have had the benefit of a TPSID grant of approximately \$500,000 per year for five years to develop and implement their model and become sustainable. While IN!'s proposal was developed and submitted in good faith, it may have been an overly ambitious plan to think that the amount of funding was adequate to staff programs initially and that the enrollment would be adequate for sustainability. The sustainability plan needs to be reviewed and revised in light of the experience of the first three years.

Given these factors it would be advisable for IN! and the Pilots to review the sustainability plan and revise it in accordance with the first three years of experience. It would be good if the enrollment could increase to be at least 10 students per IHE per year, but it will take more than four years to get to that point.

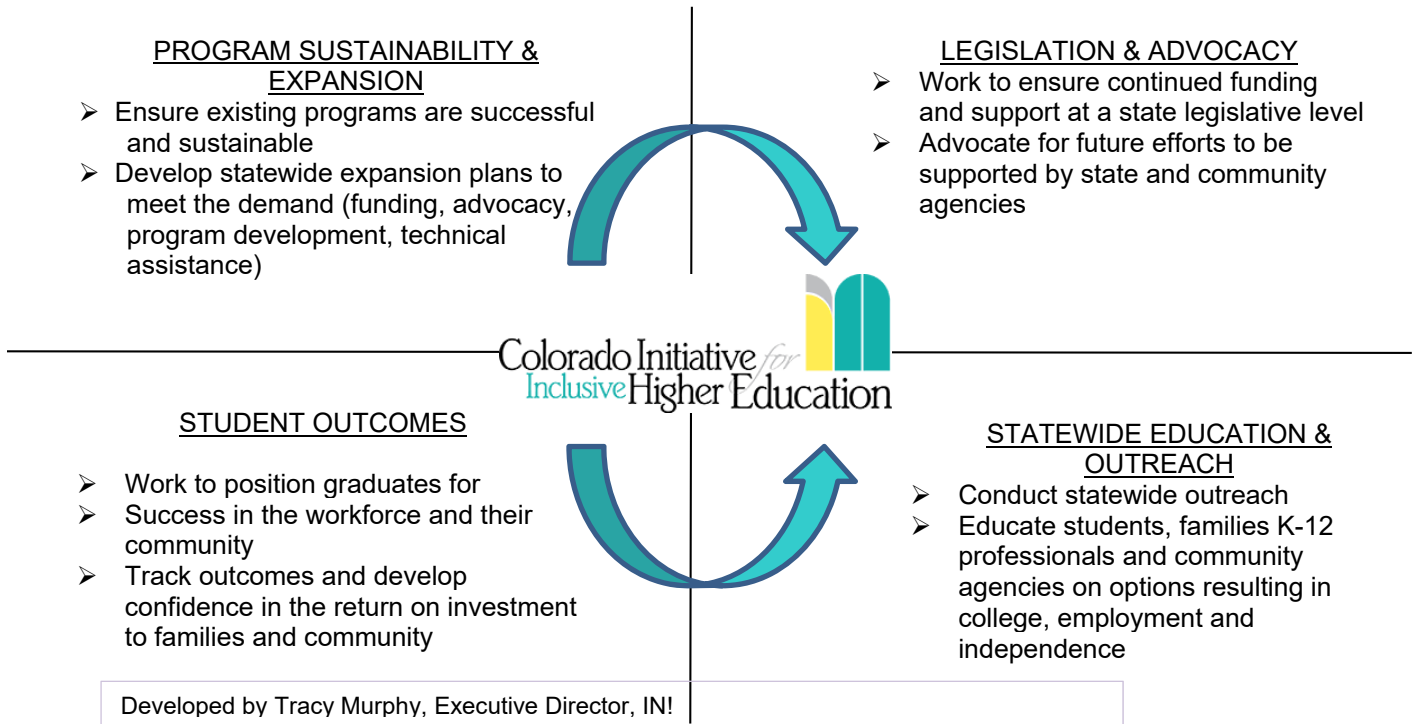
IN! Role in Development and Sustainability of the Pilots Under SB 16-196

The passage of SB 16-196 and the ongoing development of the Pilots needs to be credited in large measure to the vision and dedication of a group of committed parents and interested stakeholders who founded IN!. IN! is a private non-profit 501(c)(3) organization that has developed and matured over the past three years. It now has two staff members who are funded with a combination of grants and donated funds. IN! sponsors an annual summer fundraiser that has been an occasion to celebrate the accomplishments of the students, IHE faculty and Pilot program faculty and staff. It is the staff and volunteers within IN! that makes the consortium possible and productive. Some of these highlights may be viewed at <https://inclusivehighered.org/>.

Figure 4 presents the roles that Colorado Initiative for Inclusive Higher Education (IN!) plays in the implementation of SB 16-196.

What is INI's role in Inclusive Higher Education in Colorado?

Mission: Work to create fully inclusive college opportunities in Colorado for students with intellectual disabilities to foster academic growth, social development, and career



Recommendations for Year 4 Priority Work.

- Greater documentation of what worked, what didn't work.
- Have documentation, such as job descriptions to facilitate introduction of new personnel.
- Place priority on convening of advisory committees with particular attention to develop champions in the community.
- Develop a priority skills checklist for attending higher education successfully to assist families in preparing their students for college. Even students living at home need to become more independent in their skills of daily living.
- Offer advanced Pilot students' opportunities to mentor incoming students.
- Provide instructional support for Pilot peer to peer mentoring.
- Start a directory of classes and faculty where Pilot students have participated and with what success.
- Place an increased emphasis on employment activities for all students including during each cohort first year. Implement a systematic Individual Placement and Support model for development of job and career interests.
- Consider administration of a common tool across schools to systematically document personnel growth.
- Review and revise as necessary the fiscal sustainability model differentiating between community college and four-year institution models.

Summary.

The SB 16-196 Pilot programs have completed the first six semesters of development and have admitted their fourth cohort of students. Based upon that experience the programs have learned a number of things about how to develop and implement these programs. One of the major learnings has been how much effort is required to both develop program procedures and implement them at the same time. After taking on an ambitious number of new students in year 2, (26 new students), the Pilots scaled back new admissions in years 3 and 4.

In AY 18-19 each program added a staff member to focus on career pathways which resulted in increased capacity to support Pilot students in employment goals. Adding these personnel however also made it apparent how much development work is needed in employment in addition to individual student advisement. The approval by DVR of a semester-based charge to support career development is a very promising development. However, the details of how it will work at each school needs to be determined.

The three Pilots have varied in how much they have successfully documented aspects of their policies and procedures with ACC having the most extensive documentation to date. All three Pilots need to place an emphasis on program documentation including documentation of the rationale for decisions going forward if the Pilots are to be replicable.

Stakeholders, including parents, students, faculty of academic courses and peer mentors with a few exceptions continue to be positive about their experience with the Pilots. However, it is not clear how well the survey approach serves to elicit productive feedback from stakeholder groups. Plans going forward will be to seek out more informative ways of soliciting feedback helpful to program improvement.

It has become apparent that the original program financial model does not allow for adequate staffing to fully support the Pilot students. It is recommended that each Pilot be looked at individually before admitting year 5 students in the spring of 2020 to determine the number of students who can reasonably be supported.



THINK COLLEGE STANDARDS, QUALITY INDICATORS and BENCHMARKS FOR INCLUSIVE HIGHER EDUCATION

Think College at the Institute of Community Inclusion at University of Massachusetts Boston, has developed Standards, Quality Indicators and Benchmarks for Inclusive Higher Education. Institutes of higher education (IHEs) use these standards to create, expand or enhance high-quality, inclusive postsecondary education experiences to support positive outcomes for individuals with intellectual disabilities (ID). Additionally, these Standards can be used as a framework to conduct and expand research on issues related to supporting students with ID in higher education. They are aligned with the definition of a comprehensive postsecondary and transition program for students with intellectual disabilities and reflect institutional and instructional practices that support a Universal Design for Learning framework as outlined in the Higher Education Opportunities Act of 2008.

Instructions: Complete the following grid by indicating a level of implementation score for each benchmark

Unit of measure: Level of implementation

0 = not planning to implement

1 = no progress

2 = in progress but not fully implemented

3 = fully implemented

STANDARD 1 INCLUSIVE ACADEMIC ACCESS: To facilitate quality academic access for students with intellectual disabilities, the comprehensive postsecondary education program should:				
Quality Indicator 1.1 Provide access to a wide array of college course types that are attended by students without disabilities, including:				
Benchmarks	Implementation Scale			NOTES
	UCCS 19-20	ACC 19-20	UNC 19-20	
1.1A: Enrollment in noncredit-bearing, non-degree courses (such as continuing education courses) attended by students without disabilities.	0	3	3	UCCS- Students are enrolled in credit bearing courses and we are not looking.
1.1B: Auditing or participating in college courses attended by students without disabilities for which the student does not receive academic credit.	0	3	3	
1.1C: Enrollment in credit bearing courses offered by the institution attended by students without disabilities, when aligned with the student's postsecondary plans.	3	3	2	UNC currently has one student taking non modified coursework, while this will provide credit, it will not result in a degree. UNC is

				working with major stakeholders (registrar, legal, and admissions) to determine policy and to decide if nonmodified course work is a best practice for UNC. With the limited experience GOAL has had with this, we have found it creates a stress point for the student, faculty, and staff.
1.1D: Access to existing courses rather than separate courses designed only for students with intellectual disabilities.	3	3	3	
1.1E: College course access that is not limited to a pre-determined list.	3	3	3	
1.1F: Participation in courses that relate to their personal, academic and career goals as established through person-centered planning.	3	3	3	
1.1G: Collection of objective evaluation data on college course participation.	3		3	ACC evaluates all classes, soliciting feedback currently Elevate doesn't provide additional surveys, but plan to soon
Quality Indicator 1.2 Address issues that may impact college course participation, including:				
Benchmarks	Implementation Scale			
	UCCS	ACC	UNC	NOTES
	19-20	19-20	19-20	
1.2A: College policies regarding placement tests, ability to benefit testing and prerequisites that negatively impact college course participation access.	2	3	3	UNC GOAL participates in an alternative admissions process that does not require placement tests.
1.2B: Access to and instruction in the use of needed public or personal transportation, such as public buses, taxis, para-transit, ride-sharing with other students and other naturally occurring transportation options.	3	3	2	UNC GOAL is using peer mentors to help facilitate this process. Prior to FY 2019-2020 UNC GOAL did not have access to the number of peer mentors this would require. ACC- via mobility & other comm. Resources, Uber/Lyft training this spring.
1.2C: Access to college Disability Services for accommodations typically provided by that office.	0	3	3	
1.2D: Access to and instruction in the use of needed technology.	3	3	3	
1.2E: Access to educational coaches who receive ongoing training and supervision.	3	3	3	UNC GOAL has a ratio of 1:1 educational coach/peer mentor. Additional peer mentors are being hired as additional needs arise.

1.2F: Access to peer support such as mentors, tutors, and campus ambassadors.	3	3	3	
1.2G: Faculty training in universal design for learning principles.	0	3	3	UNC-Training has been completed via PowerPoint presentation and face to face training as requested by faculty.
Quality Indicator 1.3 Provide students with the skills to access on-going adult learning opportunities, including:				
Benchmarks	Implementation Scale			
	UCCS 19-20	ACC 19-20	UNC 19-20	NOTES
1.3A: Knowledge of the adult learning opportunities available in their community, such as college courses, community education, etc.	3	3	2	UNC-This is being done as an on-going outreach effort.
1.3B: Knowledge of resources available to assist them to access or fund adult learning opportunities in their community.	3	3	2	UNC-Families are encouraged to apply for DVR and CCB services prior to applying for admittance to UNC.
STANDARD 2 CAREER DEVELOPMENT: To facilitate career development leading to competitive employment for students with intellectual disabilities, the comprehensive postsecondary education program should:				
Quality Indicator 2.1 Provide students with the supports and experiences necessary to seek and sustain competitive employment, including:				
Benchmarks	Implementation Scale			
	UCCS 19-20	ACC 19-20	UNC 19-20	NOTES
2.1A: The provision of person-centered planning to identify career goals.	3	3	3	
2.1B: Access to job coaches and developers who receive ongoing training and supervision.	3	2	3	ACC- utilizing the career center but would like a dedicated staff establishing sites. Will need dedicated staff member.
2.1C: Participation in time-limited internships or work-based training in settings with people without disabilities.	3	2	3	
2.1D: Opportunity to participate in academically focused service-learning experiences.	3	3	0	
2.1E: Participation in paid work experiences related to personal choice and career goals, such as paid internships, work-study, service learning or other paid work on or off campus.	3	2	3	ACC- in progress

2.1F: Connection with community rehabilitation and other adult service providers to sustain employment.	3	3	2	UNC-Additional training will need to be provided to DVR regarding HIE.
2.1G: The collection of objective evaluation data on student employment.	3	2	3	

STANDARD 3 CAMPUS MEMBERSHIP: To facilitate campus membership for students with intellectual disabilities, the comprehensive postsecondary education program should:				
Quality Indicator 3.1: Provide access to and support for participation in existing social organizations, facilities and technology, including:				
Benchmarks	Implementation Scale			
	UCCS 19-20	ACC 19-20	UNC 19-20	NOTES
3.1A: Campus programs, such as clubs and organizations, community service, religious life, student government, Greek system, co-curricular experiences, service learning, study abroad, student sports and entertainment events, recreational facilities and programs, etc.	3	3	3	
3.1B: Residence life facilities and activities, including, when desired, the off-campus housing office.	1	0	3	
3.1B: Technology for social communication, including email, texting, cell phone, Facebook, Twitter, Skype).	3	3	3	
3.1C: Social activities facilitated by students without disabilities who serve as natural supports.	3	3	3	

STANDARD 4: SELF DETERMINATION: To facilitate the development of self-determination in students with intellectual disabilities, the comprehensive postsecondary education program should:				
Quality Indicator 4.1: Ensure student involvement in and control of the establishment of personal goals that:				
Benchmarks	Implementation Scale			
	UCCS	ACC	UNC	NOTES
	19-20	19-20	19-20	
4.1A: Reflect student interests and desires as indicated by person centered planning.	3	2.5	3	ACC- this could be done better
4.1B: Are reviewed regularly and modified as needed to reflect changes in student interests and preferences.	3	2.5	3	
4.1C: Address accommodation and technology needs.	3	3	3	
4.1D: Lead to outcomes desired by the student.	3	2.5	3	
4.1E: Reflect family input when desired by the student.	3	3	3	UNC-Additional training is needed for families regarding the transition from K-12 to college and adult living.

Quality Indicator 4.2: Ensure the development and promotion of self-determination skills for students with intellectual disabilities as evidenced by students:				
Benchmarks	Implementation Scale			
	UCCS	ACC	UNC	NOTES
	19-20	19-20	19-20	
4.2A: Monitoring their own progress toward their personal goals.	3	2.5	3	
4.2B: Directing their choice of courses, activities, and employment experiences.	3	3	3	
4.2C: Involvement in course registration, accommodation requests, and payment of tuition.	2	3	3	
4.2D: Being involved in all aspects of employment, such as creating a resume, setting up job interviews, follow up phone calls, negotiating job change, etc.	3	2	3	ACC- we are working on this piece this semester

4.2E: Interacting directly with faculty and employers including the articulation of needed accommodations.	2	2.5	3	
4.2F: Managing personal schedules that include courses, employment, and social activities.	3	2.5	3	

Quality Indicator 4.3: Have a stated process for family involvement that reflects:				
Benchmarks	Implementation Scale			
	UCCS 19-20	ACC 19-20	UNC 19-20	NOTES
4.3A: Clearly defined roles and responsibilities for parents and students.	3	2	1	UNC-Addition training needed for families on transition from systems of entitlement to systems of eligibility. ACC-w/o living on campus, we haven't defined a clear role per se- depends on the students wants/needs.
4.3B: A process for the provision of information to parents on resources, effective advocacy and transition planning.	3	2.5	3	
4.3C: Student control over how parents are involved with their experience	2	3	3	UNC-Students have shown self-determination. This has lead to family overinvolvement.
4.3D: Adherence to the guidelines set forth by the Family Educational Rights and Privacy Act (FERPA)	3	3	3	UNC-Universal training needed for families regarding FERPA.

STANDARD 5: ALIGNMENT WITH COLLEGE SYSTEMS AND PRACTICES: To facilitate alignment with college systems and practices for students with intellectual disabilities, the comprehensive postsecondary education program should:				
Quality Indicator 5.1: As required in the HEOA, identify outcomes or offer an educational credential (e.g., degree or certificate) established by the institution for students enrolled in the program, including assurance that:				
Benchmarks	Implementation Scale			
	UCCS	ACC	UNC	NOTES
	19-20	19-20	19-20	
5.1A: Outcomes established by the program for achievement of an educational credential are measurable.	3	3	3	
5.1B: Program outcomes are publicly available (e.g. brochure, website, program application).	3	2	2	UNC GOAL website is currently being restructured and will include this data. ACC- updating webpage and docs.
5.1C: Courses and internships are related to achieving and maintaining gainful employment.	3	2	3	ACC- courses yes, internships still being established
5.1D: Outcomes/credentials established by the program also addresses engagement in college community life, service opportunities, etc.	3	3	3	

Quality Indicator 5.2: Provide access to academic advising that:				
Benchmarks	Implementation Scale			
	UCCS	ACC	UNC	NOTES
	19-20	19-20	19-20	
5.2A: Uses person centered planning in the development of a students' course of study (curriculum structure).	3	3	3	
5.2B: Reflects the institution's policy for determining whether a student enrolled in the program is making satisfactory academic progress.	3	3	3	
5.2C: Is aligned with the educational credential established by the institution for students enrolled in the program.	3	3	3	

Quality Indicator 5.3: Provide access to college campus resources, including:				
Benchmarks	Implementation Scale			
	UCCS	ACC	UNC	NOTES
	19-20	19-20	19-20	
5.3A: Admissions, registration and orientation.	3	3	3	
5.3B: College identification cards.	3	3	3	
5.3C: Health and counseling centers, athletic center, information technology, career services, dining services, Greek system, clubs, student organizations, student government, etc.	3	3	3	
5.3D: Co-curricular activities including practicum and learning communities.	3	3	3	
5.3E: Support for participating in existing on and off-campus university housing owned or university-affiliated housing.	3	0	3	
5.3F: Orientation, training and resources for parents of incoming students.	3	2	2	UNC-Handbook has been created but needs further revision
5.3G: Campus shuttle buses to different campuses and the community.	3	0	3	

Quality Indicator 5.4: Collaborate with faculty and staff, including:				
Benchmarks	Implementation Scale			
	UCCS	ACC	UNC	NOTES
	19-20	19-20	19-20	
5.4A: Accessing existing professional development initiatives on campus (i.e. workshops on Universal Design principles).	3	3	2	
5.4B: Offering expertise of the program staff and students to faculty, other college personnel and students through trainings, course presentations, etc.	3	3	3	

Quality Indicator 5.5: Adhere to the college's schedules, policies and procedures, public relations and communications as evidenced by:				
Benchmarks	Implementation Scale			
	UCCS	ACC	UNC	NOTES
	19-20	19-20	19-20	
5.5A: Review of the college's code of conduct with students.	3	3	3	
5.5B: Participation of students in courses and/or social events during afternoons, evenings, and weekends.	3	3	3	
5.5C: Participation of students in graduation exercises and experiences.	2	3	1	UNC GOAL is currently working with Faculty Senate to allow for students to participate in graduation ceremonies.
5.5D: Observation of college vacations and holidays, not local education agencies (if dual enrollment) or that of outside agencies.	3	3	3	
5.5E: Recognition of students with intellectual disabilities as a representative population in the IHE's diversity plan.	1		3	
5.5F: The presence of students with ID on campus reflects the college's commitment to diversity and has a presence in college communications, strategic plan, mission statement, president's messages, system reviews.	1		3	

STANDARD 6: COORDINATION AND COLLABORATION: To facilitate collaboration and coordination, the comprehensive postsecondary education program should:				
Quality Indicator 6.1: Establish connections and relationships with key college/university departments, as evidenced by:				
Benchmarks	Implementation Scale			
	UCCS	ACC	UNC	NOTES
	19-20	19-20	19-20	
6.1A: Students with ID effectively using campus resources, such as disability services, financial aid services, course registration, academic advising, health services and career services.	3	3	3	
6.1B: Program staff effectively using college infrastructure such as IT support, maintenance, etc.	3	3	3	
6.1C: Program staff being aware of the governance and administrative structures of the college or university that may impact the program.	3	3	3	
6.1.D: Program staff participating in faculty/staff governance, or committees as part of their contribution to the college.	3	3	3	
Quality Indicator 6.2: Have a designated person to coordinate program-specific services of the comprehensive postsecondary education program, including:				
Benchmarks	Implementation Scale			
	UCCS	ACC	UNC	NOTES
	19-20	19-20	19-20	
6.2A: Scheduling and implementing interagency team meetings.	3	3	3	
6.2B: Conducting person-centered planning and assuring that the results of those meetings are infused into the students' daily activities.	3	2.5	1	
6.2C: Assuring that data collection and program evaluation activities occur.	3	2.5	3	
6.2D: Providing outreach to families.	3	2	3	ACC-working on improving this piece as students do not live on campus.
6.2E: Providing training and supervision for educational coaches, job coaches and job developers.	3	2	3	ACC-we would like to hire a person for this role

STANDARD 7: SUSTAINABILITY: To facilitate sustainability, the comprehensive postsecondary education program should:				
Quality Indicator 7.1: Utilize diverse sources of funding, including:				
Benchmarks	Implementation Scale			
	UCCS	ACC	UNC	NOTES
	19-20	19-20	19-20	
7.1A: Maintaining a relationship to the campus financial aid office.	3	3	3	
7.1B: Ensuring that eligible students and families apply for financial aid.	2	3	3	
7.1C: Providing information to students on sources of funds for tuition and other costs, such as National Service grants, work-study, use of Medicaid waiver funds, vocational rehabilitation, etc.	3	3	3	
7.1D: Using state funds, IDEA funds, developmental services agency funds, family funds, private and federal grant funds to provide core funding for the program.	3	3	3	
Quality Indicator 7.2: Have a planning and advisory team which:				
Benchmarks	Implementation Scale			
	UCCS	ACC	UNC	NOTES
	19-20	19-20	19-20	
7.2A: Includes representatives from the college including administrators (deans, provosts, department chair), disability services, faculty, as well as disability specific agencies, relevant community agencies, local business leaders, workforce development providers, families, and students.	2	2.5	3	ACC-plan to add more comm. Members and families
7.2B: Supports collaboration both between the college and the program and with outside entities.	2	2.5	3	
7.2C: Addresses program policies and practices (costs, access, partnerships) and student outcomes (data review) to ensure sustainability.	2	2.5	3	
7.2D: Communicates regularly.	2	3	3	

STANDARD 8: ONGOING EVALUATION: To facilitate quality postsecondary education services for students with intellectual disabilities, the comprehensive postsecondary program should:				
Quality Indicator 8.1: Conduct evaluation on services and outcomes on a regular basis, including:				
Benchmarks	Implementation Scale			
	UCCS	ACC	UNC	NOTES
	19-20	19-20	19-20	
8.1A: Collection of data from key stakeholders, such as students with and without disabilities, parents, faculty, disability services and other college staff.	3	3	2	ACC-through JFK Partners
8.1B: Collection of student satisfaction data.	3	2.5	3	N/A at this time
8.1C: Collection of student exit data.	1	2		
8.1D: Collection of student follow-up data.	1	2	2	
8.1E: Review of all data compiled by the advisory team and other stakeholders.	2	2	2	
8.1F: Implementation of program changes as a result of data review.	3	2.5	3	

Grigal, M., Hart, D. & Weir, C. (2011) Think College Standards, Quality Indicators and Benchmarks for Inclusive Higher Education. Boston, MA University of Massachusetts

Boston, Institute for Community Inclusion



www.thinkcollege.net • www.facebook.com/thinkcollege

- 8) What is your disability?
Please select all that apply.
- Autism Spectrum Disorder
 - Blind/Visual Impairment
 - Deaf/Hard of Hearing
 - Developmental Delay
 - Emotional Disturbance
 - Intellectual Disability
 - Multiple Disabilities
 - Orthopedic Impairment
 - Specific Learning Disability
 - Speech/Language Impairment
 - Traumatic Brain Injury
 - Down syndrome
 - Fragile X
 - Other, Please Specify

Other Disability _____

Services

- 9) Are you enrolled for Division of Vocational Rehabilitation (DVR) services? Yes
 No Reason Given _____
 Currently Applying
 Found Not Eligible

If enrolled and currently receiving services which DVR office do you go to? _____

- 10) If you are currently receiving support through DVR, what supports are you receiving? Please select Yes or No for each question.
- | | | |
|--------------------------------------|-----|----|
| ▪ Work-based learning | Yes | No |
| ▪ Job coaching | Yes | No |
| ▪ Self-advocacy training | Yes | No |
| ▪ Pre-employment transition services | Yes | No |
| ▪ Assistance with tuition | Yes | No |
| ▪ Workplace skills instruction | Yes | No |
| ▪ Benefits Counseling | Yes | No |
| ▪ Direct Services (please specify) | Yes | No |
- _____

- 11) Do you receive assistance from a Community Centered Board (CCB)? Yes
 No
 If yes, which CCB? _____
 If yes, what kind of assistance do you receive? _____

- 12) Do you receive SSI? Yes No
 If no, did you apply? Yes No
 Were you turned down? Yes No
 If yes, are you appealing the decision? Yes No

- 13) Do you receive a waiver? Yes No
 If yes, which waiver? _____
- How is the waiver used?
 Check all that apply.
- Supports for daily living
 - Supports for employment
 - Supports for health/mental health services

- 14) Do you have an ABLE account? Yes No
- 15) If no, do you want more information about ABLE accounts? Yes No

- 16) Are there any other financial supports Yes No
 you are receiving?
- Please select all that apply.
- Scholarship
 - Federal Financial Aid
 - Pell Grant
 - Colorado College Opportunity Fund (COF)
 - Money you earn
 - Other, Please Specify
- _____

Education History

- 17) In High School, did you have an IEP? Yes
 No
- 18) In High School, did you have a 504 plan? Yes
 No
- 19) What was your school district? _____
- 20) What High School did you attend? _____
- 21) Have you finished High School?
 Yes, I graduated with a diploma
 Yes, I received a certificate.
 No, did not complete
 I completed a GED.
- 22) Graduation Date, Month and Year _____
 MM/YYYY
- 23) If you dropped out of High School,
 how many years did you complete? _____
- 24) Did you attend a Transition Program? Yes
 No
 Currently Attending
- Specify Program _____
- 25) Did your transition program include Yes
 work experience? No
- 26) If so, where? _____
- 27) Did you receive assistance from the School to Work Alliance Program (SWAP)
 Yes
 No

28) Have you identified a career interest? Yes

No

If so, what is your career interest? _____

29) Did you have work experience prior to enrolling in freshman year at college? Yes

No

30) Was this a paid work experience? Yes

No

31) Where were you employed? Please begin with the most recent employment. From which dates were you working at each position? Please include the number of hours per week you worked at each position.

	Where	Hours per week	Dates
1)	_____	_____	_____
2)	_____	_____	_____
3)	_____	_____	_____
4)	_____	_____	_____
5)	_____	_____	_____

32) Are you still employed? Yes

No

If not, why? _____

Page 4 of 4
Thank you
25 July 2019

Data Collection Form — Fall 2019 Semester

This form is to be filled out for each semester for each student enrolled in the program.

Please circle your institution: ACC UCCS UNC

Student ID assigned by Institution _____

Date of Birth, Month and Year Only _____

Please circle the number of semesters you have completed, including the current semester

1 2 3 4 5 6 7 8 9 10 11 12

Current Living Situation as of Fall 2019

- With Family
 - Inclusive Housing on Campus
 - Other, Please Specify _____
-

Fall 2019 Semester Course Information

Please list each course you were enrolled in during the Fall 2019 semester. Include the course title, number of credits, whether or not you received any course modifications or accommodations, and the final grade earned.

1.

Course Title	Credits	Modification	Accommodation	Final Grade
		Yes/No	Yes/No	
		Yes/No	Yes/No	
		Yes/No	Yes/No	
		Yes/No	Yes/No	

Do you have a declared area of study? Yes No

If Yes, what is your area of study? _____

2. Job 1

a. Did you have paid employment? _____ Yes _____ No

b. Who was your employer? _____

c. If so, was the employment: _____ Minimum wage
 _____ Below minimum wage

d. How many hours per week did you work _____?

3. Job 2 (if student had more than one paid job)

a. Did you have paid employment? _____ Yes _____ No

b. Who was your employer? _____

c. If so, was the employment: _____ Minimum wage

_____ Below minimum wage

d. How many hours per week did you work _____?

4. Job 3 (if student had more than one paid job)

a. Did you have paid employment? _____ Yes _____ No

b. Who was your employer? _____

c. If so, was the employment: _____ Minimum wage
 _____ Below minimum wage

d. How many hours per week did you work _____?

5. Did you have unpaid practicum or internship experience this semester? _____ Yes _____ No

6. If yes, what was the setting? _____

7. If yes, how many hours per week did you work _____?

8. Did you have any other career development experiences?

Check all that apply:

Number of times

- Job Tour _____
- Job Sampling _____
- Job Shadowing _____
- Career Counseling _____
- Mock Interview _____
- Employer Interview _____
- Other: _____

9. Estimate the total number of hours spent in career development experience over the semester: _____

10. Job Supports, please select all that apply

- Natural Supports in any employment setting.
 - Job Coaching Provided by Program
 - Job Coaching Provided by Employer or Another Agency
 - Assistive Technology
 - Other, Please Specify _____
-

Campus Participation, Spring 2019

Please list all the organizations and events you participated in on campus. Estimate the number of hours per week with each activity. Examples include student government, clubs, faith-based organizations, Fraternity/Sorority, as well as others.

Academic Activities (program-based study halls, tutoring sessions, etc.)	Weekly	Occasional	Approx. hours per semester
1.			
2.			
3.			
4.			
5.			

Sports Teams and Fitness (baseball, yoga, cheerleading and so on)	Weekly	Occasional	Approx. hours per semester
1.			
2.			
3.			
4.			
5.			

Sporting Events (attending – not participating)	Weekly	Occasional	Approx. hours per semester
1.			
2.			
3.			
4.			
5.			

Entertainment and Leisure (movie or trivia events, gaming clubs, extra- curricular for fun like cooking classes)	Weekly	Occasional	Approx. hours per semester
1.			
2.			
3.			
4.			
5.			

Social Groups (faith-based social organizations, peer groups, fraternity/sorority groups, program-based social groups)	Weekly	Occasional	Approx. hours per semester
1.			
2.			
3.			
4.			
5.			

Student Government Activities	Weekly	Occasional	Approx. hours per semester
1.			
2.			
3.			
4.			
5.			

End of Survey - Thank you



Date: October 21, 2019

To: Dr. Christi Kasa, Director of the Office of Inclusive Services, University of Colorado Colorado Springs
Tracy Murphy, Executive Director, Colorado Initiative for Inclusive Higher Education

From: Augusta Klimek, WIOA Manager, Division of Vocational Rehabilitation (DVR)

Re: DVR Fee Schedule Proposal for Inclusive Higher Education Services

As you are aware, over the past several months DVR has been working collaboratively with representatives from the three pilot inclusive higher education programs and other relevant stakeholders to explore strategies to strengthen the partnership between each of the inclusive higher education programs and DVR. One outcome of this work has been the development of a proposal to create a new service within DVR's Fee Schedule that will align with the supports provided by the inclusive higher education programs. This new service is intended to support more effective communication between local DVR offices and the inclusive higher education programs students may seek to attend with DVR support.

The proposed new service does not guarantee the availability of DVR funding, as all service needs are determined on an individualized basis to support a specific employment outcome agreed to between the eligible individual and DVR. Potential funding is subject to all relevant DVR service delivery policies.

While the proposal has been presented to DVR leadership, it has not yet been approved and further revisions are possible. The service definition, parameters, and fee structure as currently proposed are as follows:

Inclusive Higher Education, Skills Training

(Procedure code NEW)

Students enrolled in Inclusive Higher Education programs receive additional academic, social, and vocational support on campus and in the community beyond what is typically available to students enrolled at the institution of higher education. The additional services are intended to prepare the student for success within competitive integrated employment and greater independence after completing the program. This fee does not include tuition for academic coursework.

Services are individualized to meet the needs of each student and may include training in the following areas:

- Career Guidance
- Communication and interpersonal relationships
- Independent living
- Critical thinking and decision making
- Time and task management
- Use of public transportation or other independent travel
- Self-advocacy
- Employer expectations and general work behaviors
- Other similar skills necessary for employment success



Requirements

- Individual must be enrolled in a Comprehensive Transition Program (CTP) or Transition and Post-Secondary Program for Students with Intellectual Disabilities (TPSID) approved program identified on his or her IPE as a necessary service to achieve the employment outcome
- Services must be provided directly by the CTP or TPSID
- All services must be provided in an integrated community setting
- Students must demonstrate satisfactory progress in academic courses, as well as skills training, for DVR support to continue

Service providers are expected to:

- Support the student through academic advising to ensure courses and work experiences are aligned with identified employment outcome on the student's Individualized Plan for Employment (IPE);
- Assist the student to advocate for him or herself through person-centered planning and principles of self-determination, providing support as needed;
- Partner with DVR to identify on- and off-campus work based learning experiences;
- Train students during paid and unpaid work experiences in vocational skills, monitor the individual and assess his or her progress towards developing compensatory skills in vocational areas;
- Coordinate or provide necessary support services at or away from the work experience site to promote student success (e.g., travel training, as necessary);
- Educate and train work experience sites regarding natural supports in the workplace, how to work with individuals with disabilities, and implementing necessary accommodations;
- Link students to appropriate long-term service provider(s) in coordination with DVR;
- Provide monthly progress reports demonstrating student progress in developing skills necessary for success in competitive integrated employment.

Restrictions

- **Individuals participating in inclusive higher education are limited to no more than eight semesters without DVR Supervisory approval.**
- Inclusive Higher Education, Skills Training is not to be combined with other similar training services: Work Adjustment Training, Personal Adjustment Training, and Site Set-Up Fee.

Payment Rate

- Usual and customary rate, not to exceed \$3000/semester
- Covers all costs for all components of the program, including preparation of periodic written reports

I hope this summary is helpful in understanding the current status of the Inclusive Higher Education, Skills Training service proposal currently under consideration by DVR. Please let me know if you have additional questions (augusta.klimek@state.co.us).

Elevate at Arapahoe Community College: Move Mountains, Make Futures



Elevate at ACC was established to provide inclusive higher education for students with intellectual and developmental disabilities (I/DD) to foster academic growth, prepare for gainful employment, develop needed skills for independent living & engage socially with the broader campus community.

Join us as we commit to foster the process for students with IDD to move mountains and make futures.

Students that complete the Elevate at ACC program will earn a state-recognized certificate of completion and develop essential occupational and life skills. The program is designed to be a progression of **fully-inclusive academic access, outcome-focused vocational preparation, student-centered personal development and naturally-supported student engagement** over the course of three years with some flexibility determined by student goals and success.

In order to achieve the Comprehensive Higher Education Certificate, students must:

- Identify an attainable career goal and emphasis of study that aligns with courses offered at ACC
- Complete 36 credit hours of outcome-based coursework with necessary accommodations and/or modifications
- Actively engage in the Elevate Workshop series to develop transferable skills for life beyond college
- Actively engage in the Elevate Study Hall to receive additional support
- Commit to frequent check ins with an Elevate staff member to monitor progress
- Complete at least 1 job-shadow or internship experience in their desired field during third year of program
- Complete a capstone project which includes the development of a portfolio
- Commit to campus engagement

Elevate students will be held to high standards and empowered to take responsibility for their future goals. These goals would be unattainable without an inclusive higher education experience. Each student will be paired with an Elevate team member to collaboratively design an Individualized Academic Plan that aligns with the student's identified career goal.

Elevate at ACC Learning Outcomes

Upon completion of this program and fulfilment of the Certificate students will be able to:

- Establish and communicate long and short-term goals
- Create a defined and attainable career/further education goal
- Reveal self-determination and self-advocacy skills
- Apply functional math, reading, and writing skills necessary for future goal
- Identify and implement transferable and marketable occupational/job attainment skills
- Utilize critical thinking skills, such as self-reflection and information gathering
- Collaborate effectively with others and engage in varying levels of interpersonal communication
- Create a capstone project to include documentation of the above competencies

Classroom Expectations for All Elevate Students:

- Attend classes consistently and on time
- Actively participate in course activities
- Actively participate in course-based events
- Actively participate in group projects and course discussions
- Complete assignments in their allotted time

Philosophy of Appropriate Modifications:

Elevate looks to develop life-long learners and believes in the vocational influence full course participation will have on each student. We commit to helping each student access course content that will guide them toward greater employment, allow them to develop new skills, and learn at an appropriate level. When determining the amount/type of coursework modifications necessary for each student, the Elevate Staff will follow best practices in inclusive education in order to hold Elevate students to an expectation of growth and learning. Student Individualized Academic Plans will initiate with the “as is” concept- meaning the assignments will be changed as little as possible. Staff will review all course requirements via the course syllabi and determine appropriate learning goals for Elevate students based upon the learning outcomes that are critical to each class, the goals identified for future vocation, and student academic levels. A modified academic plan will incorporate high expectations and appropriate challenge. Once learning goals and coursework modifications are determined by the Elevate staff, student and staff will convene with course instructor to revise and finalize the specified learning goals for that respective course. !!

Comprehensive Higher Education Certificate Completion Specifications

3 year overview	Academic Coursework	Vocational Prep (DVR supported)	Personal Development	Student Engagement
Fall Semester 1 (7 credits)	Summer Bridge: <input type="checkbox"/> AAA 101 (1) Fall: <input type="checkbox"/> CIS 118 (3) <input type="checkbox"/> AAA 109 (3)	Meeting with campus career counselor Career assessments	Elevate Workshop & Study Hall Series	Student Support <ul style="list-style-type: none"> - Tutoring center - Writing center - Math Lab - Student Success Center - Student Access Services - Testing Center - Faculty office hours - Individualized academic planning
Spring Semester 2 (8 credits)	<input type="checkbox"/> CCR 092 (5) <input type="checkbox"/> 1 course from area of study (3) _____	Continued career exploration and skill development Identified career goal and next steps		
Fall Semester 3 (6-7 credits)	<input type="checkbox"/> MAR 106 (3) <input type="checkbox"/> 1 course from area of study (3) _____ <input type="checkbox"/> Optional: elective (1) _____	<ul style="list-style-type: none"> - Informational interviews - On-campus work experience: <ul style="list-style-type: none"> - Work study - Volunteer - Internship - Paid/unpaid 	Frequent check-ins & person-centered planning with Elevate staff	Campus Involvement: <ul style="list-style-type: none"> - Clubs and Organizations - Elevate Club - ACC activities - National Society of Leadership and Success
Spring Semester 4 (6 credits)	<input type="checkbox"/> COM 125 (3) <input type="checkbox"/> 1 course from area of study (3) _____	<ul style="list-style-type: none"> - - - - 	Long and short term goal development & planning	
Fall Semester 5 (6 credits)	<input type="checkbox"/> 1 course from area of study (3) _____ <input type="checkbox"/> 1 course from area of study (3) _____	Community based work experience and/or supported employment	Active participation in Elevate workshops and study hall sessions	
Spring Semester 6 (3 credits)	<input type="checkbox"/> 1 course from area of study (3) _____			
Overall:	36 credits 18 in comprehensive courses + 18 in selected area of study	On-campus work experience(s) Community based internship/job shadow(s)		Participation in at least 6 campus clubs/organizations, and/or events each semester

Academic Access

Due to the nature of the Certificate and Elevate as an inclusive higher education program for students with I/DD, students participating in the Elevate program receive accommodations and/or modifications throughout their academic plan. Their finalized transcript from ACC will indicate that the student's academic plan included modified curriculum across all courses unless otherwise specified. This form of curriculum modification is only offered to students within the Elevate program.

The Elevate staff will develop an individualized accommodation and modification plan for each student based on individual needs. Additionally, Elevate staff will perform the modifications for students after being accepted and supported by the instructor.

Working with Accommodations	Working with Modifications
<p align="center">Definition</p> <p>Accommodations are intended to provide a student with equal access to learning and an equal opportunity to demonstrate the same knowledge as all peers. The same tasks are expected to be completed but with some variation in time, format, setting, or presentation.</p>	<p align="center">Definition</p> <p>Modifications are intended to change what students are expected to learn based on their individual abilities, which indicate needing additional changes in order to comprehend the content. This involves an adjustment to the level of required content or performance measures.</p>
<p>Changes to the way content is received and/or expected to be learned by the student</p>	<p>Changes to the content amount or the expectation of student learning levels</p>
<p align="center">Examples</p> <ul style="list-style-type: none"> - Giving students extra time on tests - Note taker/lecture materials notes - Adaptive devices - Allowing answers to be dictated - Use of recording device in class 	<p align="center">Examples</p> <ul style="list-style-type: none"> - Simplifying alternative books/materials - Decreasing amount of tasks or exam questions - Lessening the length expectation of a paper - Rewording questions on exams in simpler language - Adapted grading scale based upon determination and collaboration with instructors

Place holder for Attachment E UNC

Pilot and IN! Staff Roster

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Elevate Highlights 2018-2019



Elevate was established to provide inclusive higher education for students with intellectual and developmental disabilities to foster academic growth, prepare for gainful employment, develop needed skills for independent living, and engage socially with the broader campus community.

Updates

- Last summer, ACC's Comprehensive Higher Education Certificate (CHEC) was approved by the CCCS system. The new certificate allows Elevate students access to additional courses with modifications, as many pre-requisites were roadblocks in the past.



- In January, Elevate and the CHE certificate received federal approval as a Comprehensive Transition Program (CTP) which allowed greater access to grants and work-study funds for Elevate students.

"We are learning lessons in college that are helping us become grown-ups."
-Elevate Student

Student Government

- 3 students were elected into leadership roles in Student Government (SGA) by the student body.

"It's so great that we are able to get the extra help we need in Elevate."

-Elevate Student





GOAL

GOAL is designed for students to achieve maximum independence through the development of academic skills, social skills, employability, and self-determination through successful completion of traditional, inclusive college courses, specialized instruction, career exploration, campus engagement, and on-campus housing. GOAL is one of only 14 college campuses to have students with IDD living in dorms with typically matriculating peers.

The residential component allows students to live in on-campus housing and develop independent living skills alongside their peers. Mentors help GOAL students develop goals and action plans specific to their residential support needs.



Tiered Support Model:

Peer Mentors 1:1

Residence Life Mentors 1:10

Universal Support: Housing & Residential Education

Structured peer support strategies help the students get connected across all areas of college life. Through naturally occurring social interactions GOAL Students develop a model of who they are, who they want to be, and what strengths and interests they may have in common with individuals across the campus community – Developing authentic friendships.



GOAL Peer Mentors are typically matriculated UNC undergraduate students that provide support in the areas of Campus Engagement, Residence Life, Academics, Clubs & Organizations, etc.

Social opportunities are defining moments of all college-aged students. GOAL students participate in campus wide social events, activities, clubs, and organizations to increase socialization opportunities and develop authentic, healthy friendships. GOAL students are actively involved in a number of UNC student programs such as: Cheerleading, NAVS, Bear Catholic, Personal Training, ASL Club, Intramural Sports, Club Sports, Community Council, etc.

Each semester students create a personalized schedule with three main focuses: courses selected based on career interest, core curriculum courses, and specialized instruction designed to support students with ID in Post-Secondary Education.



Peer mentors work closely with the Academic Coordinator to help guide the students through their coursework while utilizing strategies to accommodate the student's specific learning needs.



"Living in the dorms has taught me a lot. This is something that I have not experienced before. I enjoy living on my own for the first time. Living with roommates has been interesting. I am learning a lot about myself."

-GOAL Student

"With already having a year of college under my belt, it has helped them ask questions about school and help them adapt. College can be overwhelming and being a peer mentor has helped the students become comfortable and familiar with college and build relationships with other peers on campus."

-Peer Mentor

Inclusive Services

UNIVERSITY OF COLORADO
COLORADO SPRINGS



“My favorite thing about UCCS is my classes. I am so thankful to be a UCCS Mountain Lion”

I love the freedom I have being at college”

This semester has been so much fun with classes, making friends and working”

UCCS Students

UCCS students served by the Office of Inclusive Services have been very successful in getting jobs on campus and in our community! A few include; the campus coffee shop, UCCS human resources, campus admissions, bookstore, the wellness center, and campus tours.



“I just finished Ryan's video for his modified research paper assignment. It was fantastic! He did a GREAT job and it was a pleasure to have him in class.

Second, although I've told her myself, it is worth telling you directly what an amazing job the student mentor did. Liz continuously treated Ryan as she (or I) would treat any other student, and the respect she continuously showed him is truly a reflection and reminder of how we should all interact with one another. Ryan and Liz were definitely unexpected highlights of my semester.” **UCCS Professor**

