



# Colorado Consortium for Inclusive Higher Education

February 4, 2021

# Meet the Consortium (and your speakers today)

Julie Harmon - Inclusion Coordinator, UCCS  
Office of Inclusive Services

Dr. Christi Kasa - Director, UCCS Office of  
Inclusive Services

Tracy Murphy - Executive Director, IN!

Christina Ruffatti - Executive Director, UNC GOAL

Jennifer Woegens - Director, Elevate at ACC

Nick Harmon - Graduate of UCCS

Brianna Kimble - Student at UCCS

Other consortium members: JFK  
Partners, Colorado Department of  
Higher Education (CDHE), Division of  
Vocational Rehabilitation (DVR) and  
Health Care Policy and Finance  
(HCPF)

*Mission: Promoting the development of high-quality inclusive higher education programs statewide*



# Inclusive Higher Education

History/Overview



We have students in  
everything from

Graduation...It's like falling off a cliff



# What we know about impact

In 2016 Colorado was **1 of 3 states that did not offer** inclusive higher education pathways

Students with IDD and a post-secondary education average a **102% increase in wages**

**PLUS** students report:

An increase in job diversity

- 300% increase in healthcare professions
- 28% decrease in food preparation industries, 59% drop in cleaning and maintenance occupations

Increased social relationships, community connection and likelihood to live more independently

# Colorado SB-196: Inclusive Higher Education Act

- Alternate pathway for enrollment
- Same rights and responsibilities as other students
- Annual evaluation
- Courses for credit
- Normative setting
- Prepare for employment
- Become a Certified Transition Program (CTP)
- Plan for self sustainability

The bill was passed in 2016, opening the doors to students at 3 colleges in Colorado!



# 5 years later...

Today, three colleges in Colorado now offer inclusive higher education pathways

72 students are enrolled from 15 Colorado counties and 4 states

Students are:

- Enrolled in typical classes alongside their peers
- Living independently on campus or in apartments
- Earning college credits and an approved certificate
- Participating on campus socially
- Employed on campus





# Colorado's First Graduates

In 2020, Colorado saw its first 6 graduates proving that inclusion works and what was once seen as impossible is now very possible.

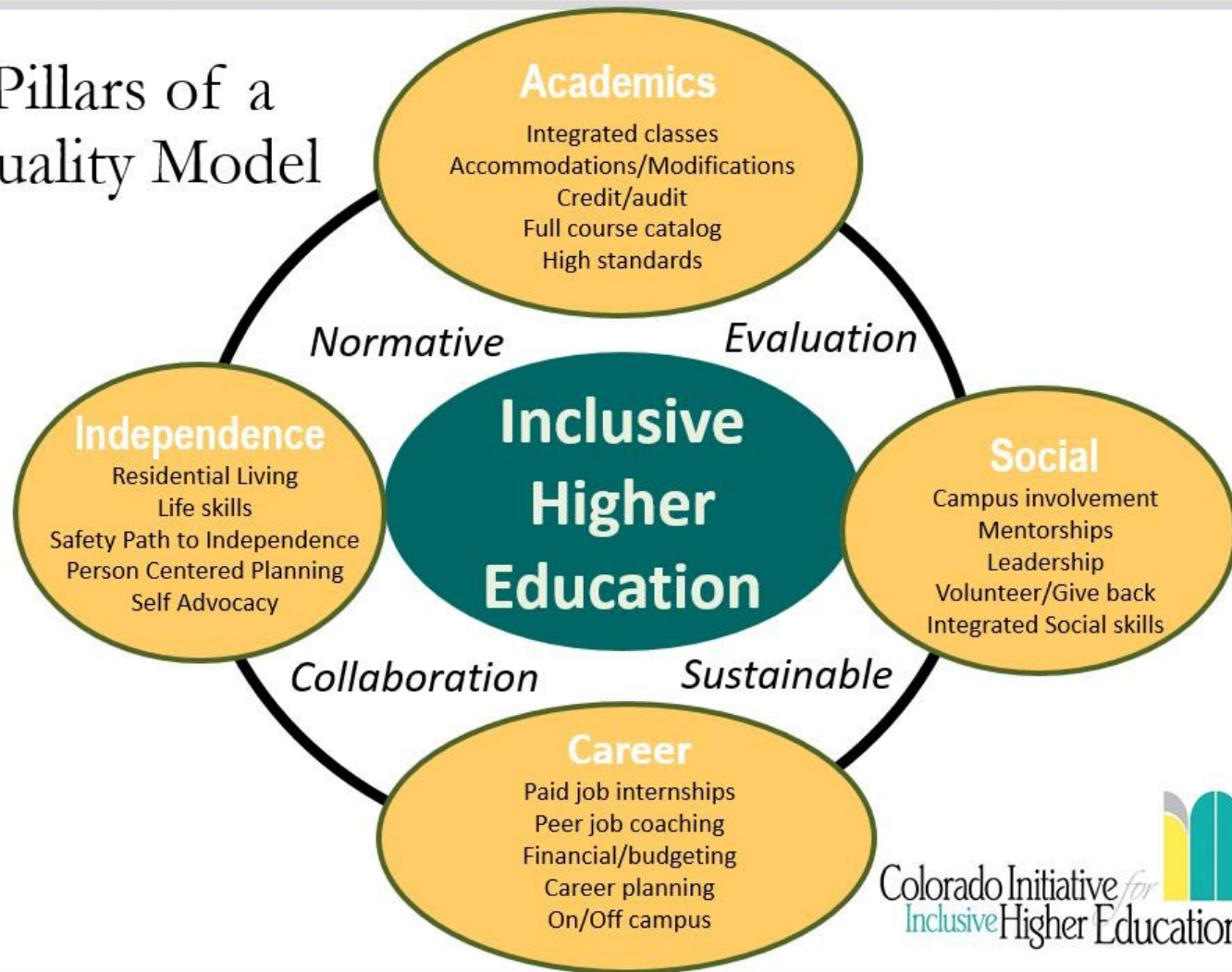
“My advice for high school students is to pursue their dreams and know that they can accomplish anything that they want to,” Jazmine, recent graduate



# Admission Requirements

- Have a documented intellectual or developmental disability
  - Not traditionally accepted at university level
- Desire to go to college
  - Express an interest to live and work as independently as possible
- Utilize modifications and accommodations
- Have completed high school (no SAT / ACT required)
  - Age 18+, no upper limit
  - Some students attend district transition program prior to college
- Be able to participate in class and campus activities with support
  - Students held to college Code of Conduct
- Apply to the inclusive office on campus

# Pillars of a Quality Model





# Academic Access

Fully-Inclusive



# Inclusive Postsecondary Education

## Students with Intellectual Disabilities:

- Take typical academic classes and earn grades
- Participate in social activities
- Gain internships and jobs
- Have the opportunity to live on campus



# Accommodations and Modifications

College accommodations are provided through the **Disability Services Offices**. The supports and services are provided to students with disabilities to have equal access and opportunity to benefit from classes, programs, and activities. Colleges are obligated to provide reasonable accommodations, but the college is not required to fundamentally alter its programs.

**Inclusive Higher Education Offices** can provide students with intellectual disabilities modifications to the curricula. Modifications will look different for each students.

# Modifications

## Main Assignment and Project Analysis

- Each student/each class
- Decide from syllabus which assignments will need modifications
- Note modifications or clarifying ideas on the “Main Assignment and Exam” sheet
- All materials are in the OIS Google Drive



# Samples

## Writings-

### Writing Assignment #1-Due 9.4.19

Watch a video and write a one page double spaced paper discussing how their collaboration influences their art-what is the strength of working with others. Provide Michael with sentence starters to get his ideas onto paper. Help organize his thoughts into a one page paper. Help with sentence structure and edits.

## **Weekly Quizzes (10 points each):**

- 10 questions consisting of multiple-choice and true/false answers. All quizzes will be taken online and will be due the Sunday after class. Julie will communicate with the professor to see if more time can be added for the quizzes if they are timed. Ashley will need time on campus support of these quizzes



# Samples

## **Final Examination (50 points):**

- 50 questions covering Chapters 7-12. Consists of multiple-choice and true/false questions. Julie will modify the exam and provide a study guide, if needed. Julie will administer the exam

## **CLASSMATE PROFILE:**

Classmate profile due for edit Oct. 1st

Final draft of profile due Oct 8th

Support Brianna to interview a classmate. If possible video record the interview with an iPhone or iPad so Brianna can watch it as many times as needed to complete this assignment. Provide writing support to complete the assignment.

# Assignment Modification for Exams

## Personal Nutrition

For questions 1-6, use the following information to answer the questions. Assume a person consumed 3500 calories for one day, and the breakdown of nutrients are as follows: 55% of calories from carbohydrates, 20% of calories from protein and 25% of calories from fat.

1. What are the total calories from fat for the entire day?  $(3500 \times 25\%)$

- a. 1200 kcals
- b. 1275 kcals
- c. 1375 kcals
- d. 1500 kcals
- e. 1150 kcals

2. What are the total grams from fat for the entire day?  $(\text{Total calories of fat divided } 9. \text{ Your answer to number 1} \div 9)$

- a. 97 grams
- b. 80grams
- c. 60 grams
- d. 58 grams

(Energy yielding – CHO's (4 kcal/g); PRO (4 kcal/g); FAT (9 kcal/g))

3. What are the total calories from protein for the entire day?  $(3500 \times 20\%)$

- a. 700 kcal
- b. 590 kcal
- c. 485 kcal
- d. 350 kcal

4. What are the total grams from protein for the entire day?  $(\text{Total calories of protein divided by } 4. \text{ Your answer to number 3} \div 4)$

# Assignment Modification for Exams

## Personal Nutrition class study guide

### REVIEW EXAM 3

HPNU 1050

**DISCLAIMER:** *Students will be tested over information from lectures, notes and textbook. This review may not include all the concepts covered in book, lectures, notes or video.*

Know the definition of a vitamin

Know that vitamins provide no energy and are organic

Know the two different classifications of vitamins and the differences between water soluble and fat soluble vitamins

Know the role of Vitamin A and its deficiency

Know the two different food sources of Vitamin A and any toxicity levels

Know what hypercarotenosis is and if it's harmful

Know the role of Vitamin D, its deficiency for both children and adults, its food sources and who is at risk for deficiency and any toxicity

Know how the body synthesizes vitamin D from the sun; know what levels to take if you are taking a supplement

Know the role of Vitamin E, its deficiency, its food source and who is at risk for deficiency and any toxicity

Know the role of Vitamin K, its deficiency, its food sources and where and how much is produced in the body and why newborns are at risk

Know what a co-enzyme does

Know that the B-vitamins act like a co-enzyme

Know the role of Thiamin, its deficiency, its role in alcoholism, its food sources and any toxicity

Know the role of Riboflavin, its deficiency, its food sources, toxicity and what destroys Riboflavin

Know the role of Niacin, its deficiency, its food source and its use in to lower cholesterol and toxicity levels

Know the role of Vitamin B<sub>6</sub>, its deficiency, its food source and toxicity levels

Know the role of Folate, its deficiency, its food source and the two neural tube defects that might occur and how to prevent it

Know the role of Vitamin B<sub>12</sub>, its deficiency, its food source and its role with Folate

Know how Vitamin B<sub>12</sub> is absorbed and who is at risk for a B<sub>12</sub> deficiency

Know the role of Vitamin C, its deficiency, and food sources

Know that Vitamin C is used to fight infections, but does not prevent colds

# Assignment Modification for Exams

## Personal Nutrition modified study guide

### Vitamins

#### Vitamin A

- Essential for healthy eyes
- Involved in cell differentiation
- Deficiency in vitamin A can cause night blindness, eye damage and bone stunting
- Too much vitamin can be toxic (upper limit is 3,000 µg)

#### Vitamin D

- Helps regulate two important bone minerals; calcium and phosphorus
- Helps the intestines absorb calcium and phosphorus so the body can have healthy blood levels and bones
- It is made in the body with help from sunlight (UV)
- Adults can take a supplement of vitamin D 15 to 20 µg
- Vitamin D deficiency in children causes weakened bones and can lead to bow legs (rickets)
- Vitamin D deficiency (too little vitamin D) in adults cause osteomalacia which is similar to rickets
- Too much vitamin D can cause hypercalcemia which cause damage to the kidneys, lungs, blood vessels and heart. The damage is caused by calcium deposits (upper limit is 4,000 IU)

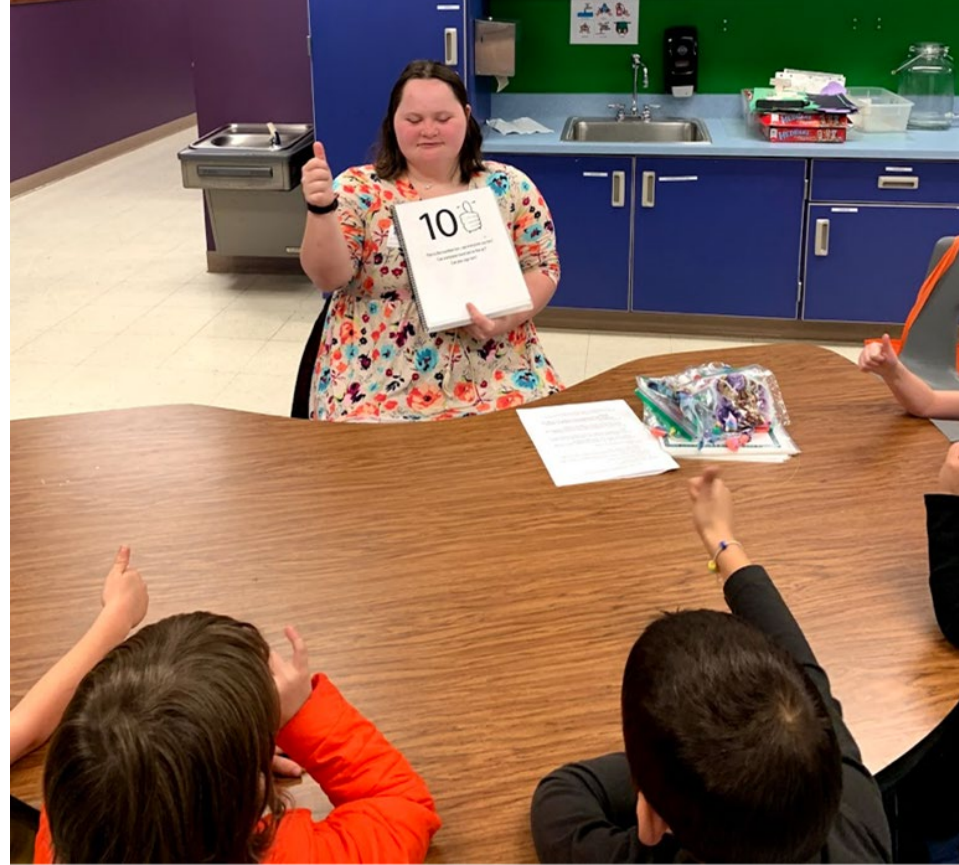
## ASL Counting Lesson Report Summary

### Teaching Math to Elementary School Students / Lesson Plan

1. Please describe the math skills covered in your lesson:
  - a. The math skills that I covered in my lesson was teaching kids how to sign 0-10 in ASL. Within this lesson we also covered counting 0-10 because in order to learn sign language we had to go over the numbers also.
2. What did you want the students to learn?
  - a. I wanted the students to learn 0-10 in ASL.
3. What activities did you use to help them learn?
  - a. The activities that I did to help the students learn was the ASL 0-10 book. I also used the playdough mat game. This helped students have fun when they were learning sign language.
4. What materials did you use to help them learn?
  - a. The materials I used was the 0-10 book, playdough mats, earers, playdough, and markers.
5. Please describe what you observed while you were teaching?
  - a. While teaching, I observed the kids were really paying attention to me while I did the 0-10 ASL book. I also observed that the kids were really having a lot of fun with playdough mats. They also seemed to really enjoy having me and my mentor with them for a little bit.
6. Assessment Chart

Students	Counted using sign language from 1-5	Counted using sign language from 1-10	Counted numbers using the manipulatives
A	Yes	Yes	Yes
B	Yes	Struggled a little	Yes
C	Yes	Yes	Yes
D	Yes	Yes	Yes
E	Yes	Yes	Yes
F	Yes	Struggled at first, but got the hang of it	Yes





# Book Report for Colorado History

## *Halfbreed: The Remarkable True Story of George Bent*

Critical Book Review  
*Halfbreed: The Remarkable True Story of George Bent*

Student Name: Nick Harmon

Content:

Analysis of Authors' Arguments: (60 pts.)

On page xiii, Halaas and Masich state, "During his long life, Bent had brushed against the edges of greatness, always the center of controversy and danger, always a survivor, but a man who moved uneasily between Cheyenne and white worlds, never gaining full acceptance in either." Use examples (paraphrased and direct quotes) from the text to identify, discuss and illustrate the authors' thesis. Are there important subthemes? If so, please discuss. Did the authors support and fully develop their argument(s)? Are there apparent weaknesses in the thesis and arguments? If so, please provide evidence. (Your conclusions/analysis must always be accompanied by examples & evidence)

Pts. 58

Effectiveness of Text: (20 pts.)

Using quotes/examples from the book evaluate the effectiveness of the text as a source of Colorado History. What does this book contribute to our knowledge of the people, history and culture of Colorado? (BTW: Absolutely "no value" is not an acceptable answer) Identify bias or perspective if present and document with well-argued examples

Pts. 20

Format:

Writing Quality & Formatting: (20 pts.)

Paper is neatly typed with no/few typographical mistakes, smooth flow and transitions, appropriate paragraph length, grammatically correct sentence structure, consistency of tense throughout the paper, punctuation, grammar and spelling are appropriate for a college level class, no slang, clichés, abbreviations, contractions or curse words (unless direct quotes from book) Correct and consistent citations (Chicago Style Manual or Turabian) correct number of pages (3-5), 12 pt. font, double-spaced, 1" margins, pages numbered, stapled, no title page necessary.

Pts. 19

97/100 (A)



# Military

George “moved uneasily between Cheyenne and white worlds, never gaining full acceptance in either” in the Military. He was a soldier in the Civil War fighting for the Confederacy and was also a Cheyenne warrior.

- “George, too, believed whites possessed superior technology and military power, but he never conceded that white ways were superior to Indian ways.

(Halaas and Masich 2004, p. 244)



Bent's Fort 2018

What were some examples of how he did not fit into either the Confederate Army or the Dog Soldiers?  
Were there limits to his acceptance in both cultures?

# What does this book contribute to our knowledge of the people, history and culture of Colorado?

The first thing I noticed from reading this book is that a lot of the names in the book are street names in Colorado Springs. I like that Colorado is shown in the streets around Colorado Springs. *Me too!!*

- Sand Creek Dr.
- Kiowa
- Cheyenne
- Cimarron
- St. Vrain

*You did a great job  
Nick! Thanks for  
finding 3 ways to  
analyze the authors'  
thesis. Well done!*

# Comprehensive Higher Education Certificate

## Certificate Advising Sheet

Highlighted course are required through the Office of Inclusive Services

\* Courses required for BA in Elementary Education

Four-Year Certificate Plan – Office of Inclusive Services					
Comprehensive Higher Education					
Student: Caitlin Ray					
The following four-year plan lists all the specific course requirements for a Comprehensive Higher Education Certificate with a focus in Elementary Education. The order in which these courses are taken may vary with course availability. Students are responsible for completing all course prerequisites. Please note that this is a suggested degree program; your program may vary. Highlighted course are required for all students enrolled through the Office of Inclusive Services.					
FALL 17			SPRING 18		
Course	Hours	√	Course	Hours	
Gateway Course: BYOB or Finding your way: Business	3		College and Career	1	
College and Career	1		GPS 1110 Academic Fitness	1	
Innovations	3		IECE 1010 Development and Diversity*	3	
<b>TOTAL</b>	<b>7</b>		<b>TOTAL</b>	<b>5</b>	
FALL 18			SPRING 19		
√ Course	Hours	√	Course	Hours	
College and Career	1		College and Career	1	
Interpersonal Communication	3		Learning Through Play*	4	
Introduction to IECE*	4		Oral Comm in the Workplace	3	
Classroom Communities*	3		Complex Support Needs*	3	
<b>TOTAL</b>	<b>11</b>		<b>TOTAL</b>	<b>11</b>	
FALL 19			SPRING 20		
√ Course	Hours	√	Course	Hours	
College and Career	1		College and Career	3	
Self Determination and Transition*	3		Art & Music *	3	
ASL 1	4		Health & PE *	3	
<b>TOTAL</b>	<b>8</b>		<b>TOTAL</b>	<b>9</b>	
FALL 20			SPRING 21		
√ Course	Hours	√	Course	Hours	
College and Career	3		College and Career	3	
dis/Ability Studies	3		Capstone	3	
Public Speaking	3		Early Lang/Literacy I: Birth-4*	3	
<b>TOTAL</b>	<b>9</b>		<b>TOTAL</b>	<b>9</b>	
* Required course for BA in Elementary Education				Total	69



# Vocational Preparation

Outcome-Focused



# Vocational Preparation

What we know:

- Only 17% of working age adults with ID are employed in a community job (National core indicators, 2015)
- Early employment is a good predictor of later employment
  - High correlation between employment while in school and employment after completion of school
  - Attending PSE is associated with successful adult employment (Miglore and Butterworth, 2008)

# Benefits of Competitive Integrated Employment

- Higher wages, access to benefits, greater independence, economic self-sufficiency
- Expanded career options
- Self-determination
- Increased job satisfaction
  - Decreased need to reapply for services
- Integrated work places
  - Employees with and without disabilities

# Examples of Career Path Employment

- Early Childhood Education
- Brew Science
- Human Services
- Health Care
- Teacher Assistant

## How we achieve this in IHE

- Sequence of courses related to the student's expressed Career focus
- Academic and vocational focus through direct explicit instruction, universal supports, and one on one meetings with IHE staff
- Skill building through on-campus employment for the first 4 semesters and off-campus employment and internships remaining 4 semesters



# Career

## Year One

### Acclimate to College/Exploration

- Career Interest Survey, Career readiness

## Year Two

### Learn job skills/internship

- Job shadow, informational interviews, classes to support, campus internship
- Define career plan/goal

## Year Three

### Internship in area of interest

- Work based learning, paid/unpaid internship, summer internship/employment
- Work adjustment training
- Job coaching (if needed, individualized)

## Year Four

### Employment in area of interest

- Continued work based learning - work adjustment training
- Job Placement

## Post College

### Post-graduation Employment

- Job Placement, competitive integrated employment
- Stabilization

# Critical Partners

- Families
- Division of Vocational Rehabilitation
- Local Workforce Centers
- Community Center Boards
- Campus Career Services
- Employers within the local and home community



# Independent Living

Student-Centered Personal Development

# Brianna Kimble



# Brianna Kimble

- Hi everyone my name is Brianna Kimble
- I am 22 years old
- I have lived in Colorado for 13 years
- I am originally from Jackson, New Jersey
- I am a senior at UCCS and I love going to college





# Living on Campus

- I have my own apartment on campus at UCCS, which I love spending time at.
- I have met many awesome people on the way to class, in my apartment, and on campus when I am eating dinner
- My teachers and mentors are supportive in helping me succeed
- The food and desserts at school are delicious and awesome



# The Best Things About College

The best thing about college is that there is a lot of nice friendly people here.

I love the dinning hall and the classes that I am taking.

I love going out with my friends and going out to events with my friends





# Social Engagement

Naturally-Supported



# Clubs

Astronomy Club  
Clay Club  
CRU Club  
Early Childhood Development Club  
Elevate Club  
LARP Club  
Learn to Invest Club  
Music Club  
Outdoors Club  
Transfer Club  
And more...



# Organizations



- Student Government Association (SGA)
- National Society for Leadership and Success (NSLS)

# Campus Events

Welcome Week  
Drive-in Movies  
Silent Disco  
Mental Health Fair  
Halloween Contest  
Frisbee Golf  
Finals Week Stress Relief  
Open Mic Nights





# Virtual Environment

Social Events offered every week

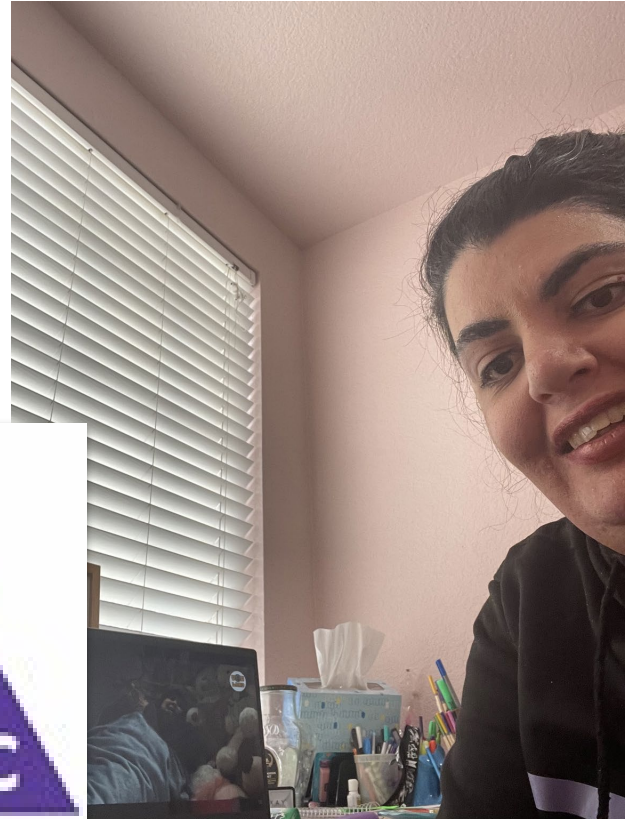
- Bingo
- Kahoot
- Virtual Talent Show
- Candlemaking
- Cooking classes

Bucket list challenge

- Long walk
- Lunch outside

Wellness Wednesdays

- Yoga
- Meditation



# Peer Mentors







# Paying for College

# Let's pay for college

Keep in mind...

College costs money for everyone

Many variables are family specific

However - there are MANY resources available to help

So, what do students pay for?

- Tuition and fees
- Program fee for inclusive services
- Room and board, if applicable



# Certified Transition and Postsecondary Program (CTP)

All 3 Colorado schools have CTP status approved by the US Dept of Ed

What does that mean? CTP allows the school to offer federal financial aid that includes:

- Grants (Pell)
- Federal Supplemental Educational Opportunity Grant (eligibility determined by individual school)
- Work Study



FAFSA variables are family specific

# Scholarships and Student Contribution

## Scholarships

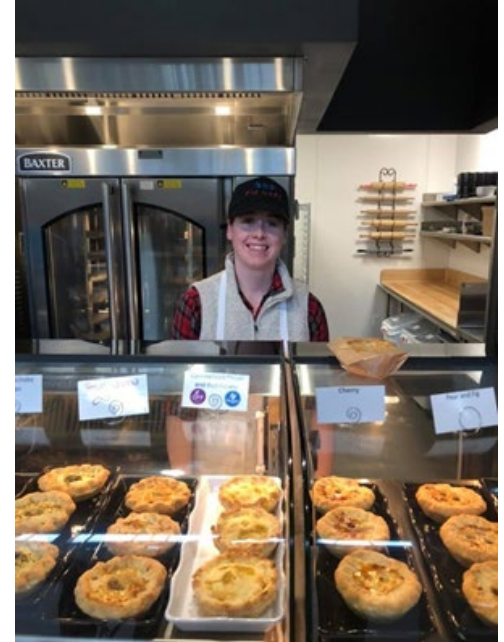
- School district specific
- Region specific
  - Organizations
  - Mill levy
- College specific
- Disability specific
  - Ex: Ruby's Rainbow: \$1,000-\$10,000/year



Don't be afraid to ask!

## Student Contribution

- Student Wages from: work study, summer employment
- Social Security Income (SSI)



# ABLE Accounts

- Allow individuals to save, while preserving their Social Security Income
- Option for checking or savings
- Uses related to college
- Save for college
- Provide financial independence to college students with ID

<https://www.coloradoable.org/>





# Division of Vocational Rehabilitation (DVR)

Provides employment services to adults with disabilities

Students with intellectual disabilities may be able to access support from DVR to help with some of the cost of a college education while working to achieve their employment goals

Keep in mind: DVR's services are very individualized, so families are encouraged to discuss available supports with their counselor. Variables, amongst others include:

- Individual career goals
- Financial need of family

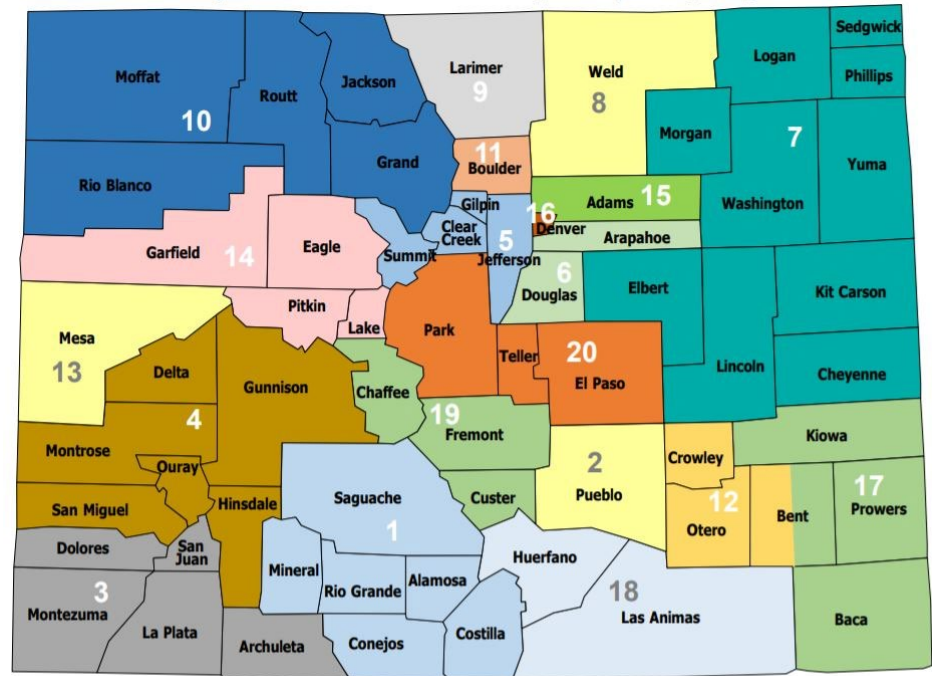
# Community Center Board (CCB)

Manage and deliver services to individuals with developmental disabilities

- Supported living, behavioral health, case management, transit training, etc.

Medicaid waivers may be used for independent living supports (SLS)

Enquire about self-determination funds or other resources available (family support funds)



Nick Harmon

UCCS Alumni



# Photographer: I am a camera person

- I am a camera guy
- I built a website to show my photos
- I take photos at the junkyard of cars
- I love take pictures of things like  
people and cars
- I love to take pictures because it is my  
dream
- I love being in the open fields and  
beautiful flowers
- I feel happy when I look at my  
pictures

I am a self advocate

I really know about  
myself

I like talking about the  
things that I can do

I want people with  
disabilities to know they  
can do anything





# I am a UCCS Graduate

Certificate in Photojournalism

Some of my favorite classes were:

- Art and Activism
- Disability Studies
- Keeping Colorado Springs Weird
- Digital Photography



# My Future Plans

- I want to keep teaching and learning
- I love working at the carwash
- I want to sell photos
- I will sell them online and at art shows
- I will keep taking photos of:
  - Animals
  - Land & Grassy Areas
  - Industrial areas
  - Cars

