

Fall 2024 Webinar Series

Choosing the Right Fit: Which IHE is Best for Me?



PATHWAYS TO INCLUSIVE
HIGHER EDUCATION

Today's Presenter



IN! Program Coordinator:

Elise Kramer

elise@inclusivehighered.org

720-675-9139



Welcome!

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



Who We Are

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

What We Do:

EDUCATION

OUTREACH

EXPANSION

OUTCOMES

*IN! does not provide direct services on campus

Agenda

1

**Understanding
Inclusive
Higher
Education in
Colorado**

2

**Deep Dive
into Each
IHE's
Offerings**

3

**Application &
Admissions
Considerations**

4

Resources

1

**Understanding
Inclusive
Higher
Education in
Colorado**

2

**Deep Dive
into Each
IHE's
Offerings**

3

**Application &
Admissions
Considerations**

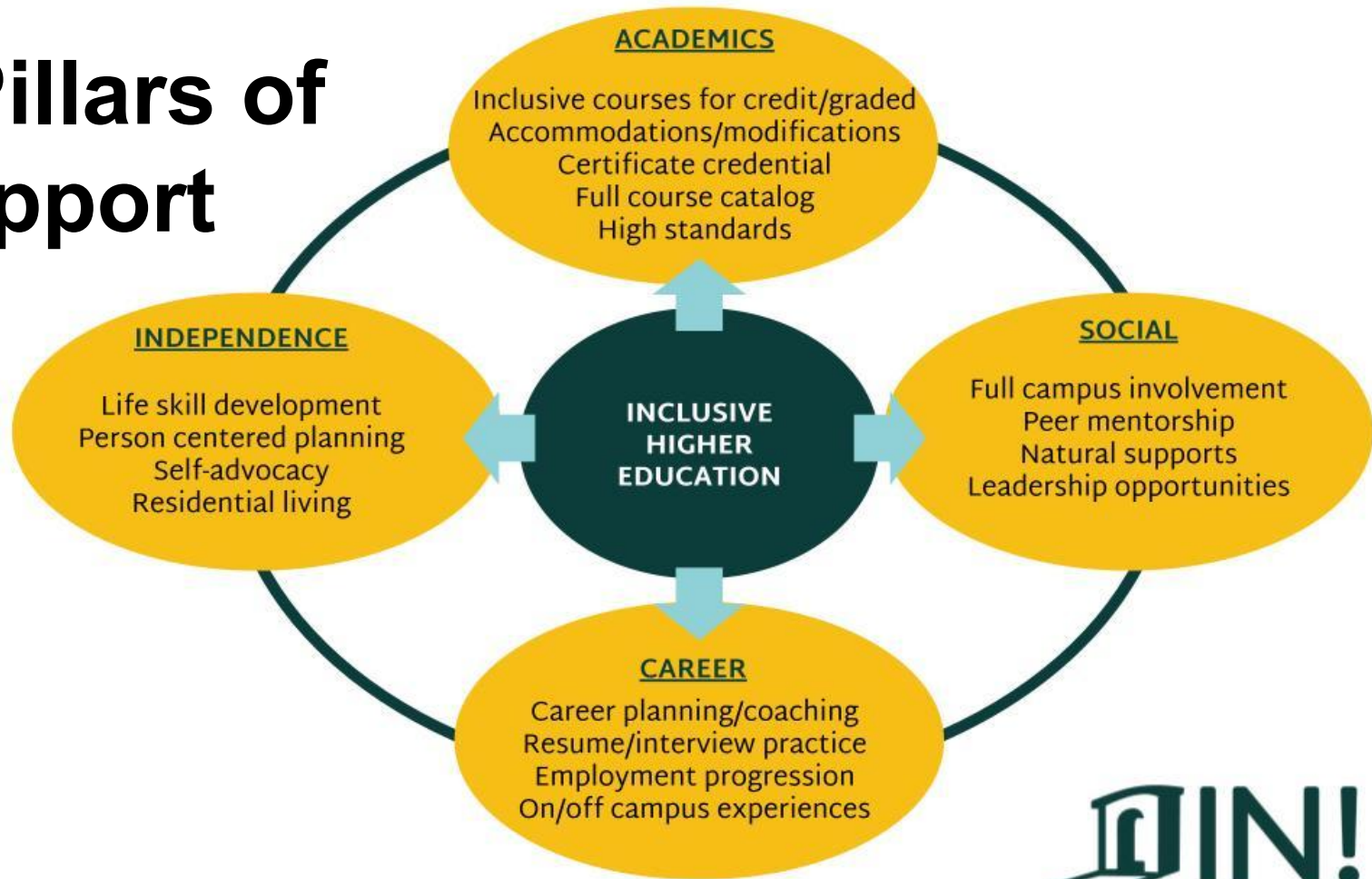
4

Resources







What is Inclusive Higher Education?

- **Alternative** admission pathway for students with intellectual disability*
- Access accommodations **and modifications**
- **Fully inclusive & normative**
 - 2 academic courses & 1 direct instruction course
- Students take courses that align with **career goal**
- Earn **certificate** credential
- Campus-wide supports
- Participate in career readiness, independent living, campus community
- Staff and peer mentor support in 4 domains:

4 Pillars of Support



AT A GLANCE: INCLUSIVE HIGHER ED IN COLORADO

 College / University Inclusive Office	NATIONALLY ACCREDITED IHE PROGRAM	CTP STATUS	ESTIMATED TUITION & FEES FOR '24-'25 SCHOOL YEAR	ESTIMATED RESIDENTIAL LIVING COSTS	LENGTH	ADDITIONAL TERMS OF ELIGIBILITY	UNIQUE OFFERINGS
	Granted by <u>IHE Accreditation Council</u>	FAFSA & DVR Funding is Available	Tuition for CO residents + program fee + campus fees	Plans vary; blank boxes indicate no residential option			
Arapahoe Community College (ACC) <u>Elevate</u>			\$5,782-\$6,000 Elevate fee may be offset by institutional scholarships		3 YEARS		FREE INDEPENDENT LIVING COURSE
Colorado State University (CSU) <u>RAM Scholars</u>		IN PROGRESS	\$8,000-\$15,000		3 YEARS		AGRICULTURE FOCUS
Lamar Community College (LCC) Cultivate*		IN PROGRESS	\$7,097-\$12,418	ANTICIPATED FALL 2027	3 YEARS		
Metropolitan State University of Denver (MSU Denver) <u>Inclusive Higher Education Solutions (IHES)</u>		IN PROGRESS	\$13,961-\$18,852		4 YEARS		IHES COURSES OPEN TO ALL MSU DENVER STUDENTS
Pikes Peak State College (PPSC) ASPIRE Scholars*		IN PROGRESS	\$6,397-\$10,295		3 YEARS		
Regis University <u>GLOBAL Inclusive Program</u>			\$26,270-\$33,360 Scholarships available	\$13,284-\$19,810	1-4 YEARS		JESUIT VALUES; CAREER CERTIFICATES
University of Colorado Colorado Springs (UCCS) Office of Inclusive Services (OIS)			\$22,000	\$10,600-\$13,000	4 YEARS	AGE 18-26	CHOICE OF FULL UCCS COURSE OFFERINGS
University of Northern Colorado (UNC) <u>Go on and Learn (GOAL)</u>			\$15,024-\$20,375	\$11,809-\$12,142	4 YEARS	AGE 18-25; STUDENT MUST BE OWN GUARDIAN	DESIGNATED RESIDENTIAL LEARNING COMMUNITY

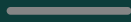
Click image to download PDF version

Specific questions? Contact IN! to learn more! // inclusivehighered.org/contact-us // info@inclusivehighered.org

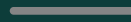
*will open August 2025

Questions?

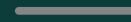
1



2



3



4

**Understanding
Inclusive
Higher
Education in
Colorado**

**Deep Dive
into Each
IHE's
Offerings**

**Application &
Admissions
Considerations**

Resources

Elevate at ACC

- **Commuter Campus:**
 - Student must have transportation to campus (RTD, Uber, etc.)
- **Average class size at ACC is 25 students**
 - more opportunities for students to interact with their instructors, other students
- **Elevate Workshop:**
 - Focuses on independent living skills, financial literacy, maintaining healthy friendships, etc.
 - Students do not pay for this course
- **Social and community engagement opportunities:**
 - National merit/honor societies
 - ACC's Student Government Association
 - Elevate Club: Unified gaming club, a creative club, sports club
 - Walking distance from Historic Downtown Littleton and the Littleton light rail station



CSU RAM Scholars



- No Residential Living (yet):
 - Student must have transportation to and from campus
- Students must have clear motivation to develop career skills to work in **agriculture and related sciences**
- Very hands on, experiential learning courses
- Peer mentors primarily come from ag. education department, studying to become ag. teachers (FFA)
- Attend classes in 2 main locations:
 - Fort Collins campus
 - Agricultural Research, Development, and Education Center ([ARDEC](#))



Prevention Research Center
College of Agricultural Sciences
Center for Community Partnerships

Cultivate at LCC

- Ensures rural access to IHE
- Traditional community college IHE model (3 years)
- Residential living
 - Anticipated to begin Fall 2027
- Emphasis on employment needs in the region: para educators, agriculture, etc.
- Community-oriented campus culture



LAMAR
COMMUNITY
COLLEGE

MSU Denver IHES



- Student must have transportation to campus
 - Easily accessed by RTD
- IHES students are fully included in **all** course offerings with continuum of support services for students with ID
 - Academic Coaching, Executive Function Coaching, Student-Centered Planning, Self-Advocacy, and Employment Exploration, Acquisition, and Retention for **all** MSU Denver students
- Focus on process not product
 - students learn how to learn
 - applications of academic and executive function skills in diverse environments



ASPIRE Scholars at PPSC



- Student must have transportation to campus
- Goal: Empower students to live self-directed lives and transition seamlessly into their communities and professional environments
- Traditional community college IHE model (3 years)
- Emphasis on internship placements in years 2-3



GLOBAL Inclusive at Regis



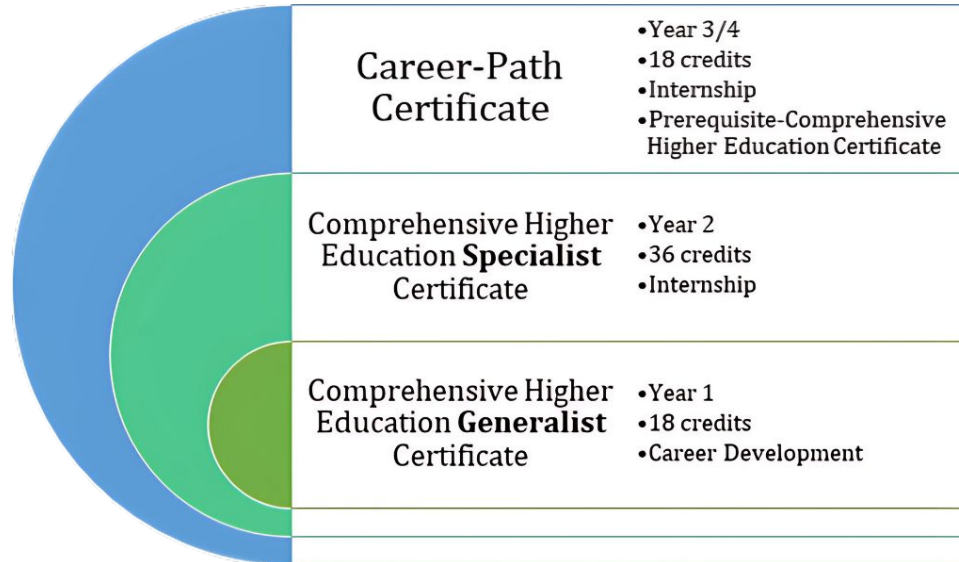
- Jesuit University
 - GLOBAL draws from the Jesuit values such as care for the whole person, service for others, contemplation in action
 - Students/families **do not** need to be Catholic to attend
- Liberal Arts focus
 - Classes include Religion, Philosophy, Peace & Justice, Mathematics, etc.
- Students can live on campus or commute
- Universal Design for Learning (UDL)



REGIS UNIVERSITY
**GLOBAL
INCLUSIVE**
PROGRAM

GLOBAL Inclusive at Regis

- 3 scaffolded levels of programming



- Career-Path Certificates: Health Professions or Communication & Advocacy

OIS at UCCS

- 2nd IHE in the nation to receive [National Accreditation](#)
 - “demonstrate a level of quality programming for students with ID”
- Scaffolded supports: begin with more and then fade
- Students can live on campus or commute
 - On-campus dorms or nearby off-campus apartments
 - 6 hours/week of independent living services; additional support available for a fee
- Choice of **full** UCCS course offerings
- College & Career:
 - semesterly targeted course for students to learn job skills, executive functioning, relationship management, etc.
- Optional driving seminar for interested students
- Aged 18-26 upon enrollment



UNC GOAL

- Designated residential learning community with trained RAs
- Students **must** be their own guardians
 - Emphasis on students' FERPA rights
 - Parents are much less involved
- **High levels** of student independence
 - Student expectation of “accountability, responsibility, and self-determination”
 - Limited structure on the weekends & longer periods of free time without direct supervision or instruction from GOAL staff and mentors
 - Safe boundaries of self and others
- [Schedule a meeting to learn more](#)
- Aged 18-25 upon enrollment



UNC

GOAL

Questions?

1

**Understanding
Inclusive
Higher
Education in
Colorado**

2

**Deep Dive
into Each
IHE's
Offerings**

3

**Application &
Admissions
Considerations**

4

Resources

General Admissions Process & Requirements

Initial Steps (Normative)

- Tour campuses to get a feel for each school and staff
 - Schedule via campus admissions websites
- Consider distance/desire to live away from home
- Research area of study availability at each school
- Complete FAFSA
- Ask key teachers, coaches, bosses, etc. for letters of recommendation
- Gather & organize required documentation



Application Process

- General Timeline (varies from school to school)
 - Fall/Winter - applications open
 - Spring - interviews begin
 - [Updates on our website](#)
- Apply through inclusive offices (IN! does not facilitate admissions)
- ALL applications require:
 - student questionnaire
 - guardian questionnaire/input
 - letters of recommendation (teachers, coaches, etc.)
 - disability documentation (recent IEPs, medical diagnoses, etc.)



Admission Criteria

- 18+
- Have a **documented** intellectual disability*
- Have need for modifications
- **Student desire** to go to college & be as independent as possible
- Able to take the lead in participation of class and activities with **support**
- Able to follow campus **Code of Conduct**
- Wish to engage in **vocational training** and experiences



Admission Criteria

- What is NOT required
 - Traditional high school diploma
(Certificate of Completion *is* required)
 - GPA minimums
 - Specific high school courses (AP, etc.)
 - Standardized tests (ACT, SAT)
 - Robust resume (extracurriculars, volunteer work, etc.)



Admissions Decisions

- Holistic review of student needs & desires
- Decisions based on many aspects, such as:
 - Learning needs and desire to attend college
 - Hope to engage in instruction surrounding all 4 pillars of IHE
 - The ability of IHE office to meet needs & goals
 - The skill level necessary to participate in coursework and campus life (transitions between classes and buildings, non-academic/social activities)
 - Commitment from family/caregivers to support the goals of the student



IHE-Specific Admissions Process & Requirements

Elevate at ACC

- Rolling applications
- Visit [Elevate website](#) and select “Apply to the Elevate Program”
- Complete application and include:
 - Junior Year IEP
 - Most recent IEP
 - Professional Letter of Recommendation
 - Personal Letter of Recommendation
- After application is reviewed:
 - Campus Experience Day
 - Student Admission Interview
 - Parent/Guardian Interview
- Summer Bridge prior to start of classes in August



CSU RAM Scholars



- Application opens later this month (November 2024)
- Visit [RAM Scholars website](#) to learn more
- Select: [Apply: RAM Scholar](#) and complete interest form (now) or application (upon launch)
- Fall 2025 decisions likely will be made in April/May



Prevention Research Center
College of Agricultural Sciences
Center for Community Partnerships

MSU Denver IHES



- Rolling applications
- Visit [IHES website](#), scroll down and click “Apply to an IHES Program”
- Complete and submit the Student Application Packet
 - High School Transcripts
 - Latest Triennial IEP/Summary of Performance
 - Submit Reference Forms (three total)
 - Submit results of a current physical examination
 - Parent Questionnaire/Readiness Scale
- Applicant and parent/guardian/support person will attend a personal interview



GLOBAL Inclusive at Regis



- Begin on [GLOBAL Program website](#)
- Scroll down, select “Learn How to Apply” and follow instructions
 - Student “essay” about desire to attend college
 - Unofficial or Official Transcripts
 - Psychoeducational Evaluation and/or Plan
- If accepted, students:
 - Participate in Person Centered Planning
 - Attend a 3-day, New Student Orientation with GLOBAL Inclusive Program staff prior to the start of the academic year



REGIS UNIVERSITY
**GLOBAL
INCLUSIVE
PROGRAM**

OIS at UCCS

- Application open until January 31, 2025
- From [OIS homepage](#), select “Admissions” and then “Application” on drop down menu
 - Submit most recent AND Junior Year IEP
 - Transcript
 - 2 Letters of Recommendation (teacher and community member)
- After application has been reviewed, students will have an interview with staff
- Decisions announced May 2025 or sooner
- Mountain Lion Academy in August



UNC GOAL

- From [GOAL homepage](#), select “Is Goal Right for Me?” and read through requirements
- From GOAL homepage, select “Apply” & submit:
 - Student & Parent Application
 - Personal Support Inventory (“I know how and when to change the sheets on my bed”)
 - Three Professional References
 - Parent Readiness Survey
 - Unofficial or Official Transcripts
 - Psychoeducational Evaluation and/or Plan
- Interview process: 1.5 day “applied interview”
 - Allows GOAL staff to assess how students navigate novel experiences and interact with others
- If admitted:
 - Attend a 2-day, New Student Orientation with GOAL staff prior to the start of the academic year



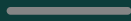
Cultivate at LCC & ASPIRE Scholars at PPSC



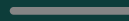
- Applications will open spring 2025
- Interview process likely completed by end of spring
- Enrollment finalized by summer of 2025
- Initial cohorts ~5 students / each for first few school years
- Additional information will be posted on [IN!'s website](#)

Questions?

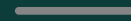
1



2



3



4

**Understanding
Inclusive
Higher
Education in
Colorado**

**Deep Dive
into Each
IHE's
Offerings**

**Application &
Admissions
Considerations**

Resources

IN! Resources

- Levels of Support for Students with Disabilities in College
 - [Recent Webinar](#) (March 2024)
 - [Printable Handout](#)
- Paying for IHE
 - [Recent Webinar](#) (Oct 2024)
 - [Printable Handout](#)



INCLUSIVE HIGHER EDUCATION (IHE) APPLICATION PROCESS: Questions for families to ask IHE directors & staff

During the application process for inclusive higher education (IHE), students and families will be interviewed to assess whether the student and the IHE are a good “fit” for each other. During this process, it’s important for families and students to also “interview” the IHE staff. Below are questions you may want to ask.

QUESTIONS ABOUT ACADEMICS:

- Which courses are IHE students required to take?
- How many courses are inclusive? How many courses are targeted to IHE students?
- How much choice do students have in which courses they take? Describe the class selection process.
- How many academic departments or programs on campus can IHE students access? What is the plan to improve course accessibility across campus?
- What support does your IHE offer course instructors to ensure they are prepared to teach students with ID successfully?

QUESTIONS ABOUT CAMPUS & COMMUNITY INCLUSION:

- What campus activities have other IHE students joined? What campus activities are not accessible to IHE students?
- How does this IHE fit into your campus’s broader diversity, equity, and inclusion (DEI) efforts?
- How do IHE staff and peer mentors support students’ full inclusion into the campus community?
- Through what processes do you ensure students engage with social events and the broader campus community?
- What system do students use to help plan academic, social, and life-skill activities (i.e. Google Calendar, Outlook, etc.)? How do students learn to use the tool?
- What percentage of time is “free time” for students? How are students supported in using this time appropriately?

QUESTIONS ABOUT CAREER DEVELOPMENT:

- Describe the work progression of students on campus. What types of jobs do IHE students hold?
- What support do you offer to help students find a paid job while attending college?
- How, if at all, do you support students to find employment once they graduate?

QUESTIONS ABOUT RESIDENTIAL LIVING (if applicable):

- Where on campus do IHE students live? Is their housing inclusive of both IHE students and other students on campus?
- Describe the roommate selection process.
- How are Resident Assistants (RAs) and other Residence Life staff members trained to support the independent living of students with ID?
- How are student safety and security balanced with freedom?

QUESTIONS ABOUT BEHAVIORAL EXPECTATIONS & CODE OF CONDUCT:

- What behaviors might inhibit admission to your program?
- How do program staff and peer mentors support IHE students in understanding the campus code of conduct?
- What is the university process for handling student misconduct? Does the process differ for IHE students?
- What additional supports do program staff offer within the campus misconduct process?
- If an IHE student is involved in a campus misconduct process, what is the parents’ role? What does this look like if the student is their own guardian?

QUESTIONS ABOUT STUDENT RIGHTS & RESPONSIBILITIES:

- How do you handle FERPA requirements while communicating important information to students and families?
- Do you accept students under guardianship or other protective agreements, such as supported decision-making?
- How does a student’s guardianship status affect staff communication with families?
- What role do you expect students to play regarding family communication?

QUESTIONS ABOUT PROGRAM ADMINISTRATION:

- How many full-time and part-time employees support IHE students? What are their roles?
- What kind of experience and training do staff members receive to support students with ID in the four main pillars: academics, social development, vocational training, and independence?
- Who should family members contact with questions or concerns? Describe the process of communication with family members.
- What role, if any, do families have in the development of the student’s individualized program and support?

Click image to
download PDF version

National Resources

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



Learn More & Get Involved

IN! works to raise awareness of the inclusive college options available throughout Colorado via webinars, informational sessions, mentorship opportunities, college prep resources, and more.

Helpful Links

- [IN! website](#)
- [IN! College Mentorship Program](#)
- [Fall Webinar Series](#)
- [Monthly Newsletter](#)

THANK YOU

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

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

[https:// forms.gle/EhAhhR5gWrEpyRzp9](https://forms.gle/EhAhhR5gWrEpyRzp9)

Are you sure you want to continue?

Continue

Stay on zoom.us

Questions?
