

2025-2026 Webinar Series

Choosing the Right Fit



PATHWAYS TO INCLUSIVE
HIGHER EDUCATION

Welcome!

- Video recording & resources will be emailed tomorrow
- Q&A time allotted throughout
- Brief feedback survey directly following



Today's Presenter

IN! Program Coordinator:

Elise Kramer

elise@inclusivehighered.org

720-675-9139



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

History of
Disability
Services &
Intro to
Levels

2

Traditional
Disability
Services

3

Supplemental
Disability
Services

4

Inclusive
Higher
Education

1

History of
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History of Disability Services

1973



Section 504 of the Rehabilitation Act

Required for all institutions of higher ed

Non-discrimination for students that meet entry criteria

1990



Section II of Americans w/ Disabilities Act (ADA)

Required for all institutions of higher ed

Appropriate accommodations and equal access for admitted students

2008



Federal Reauthorization of Higher Education Opportunity Act

Select institutions

Think College established

Inclusive services for students with ID*

2016



Colorado SB 16-196: Inclusive Higher Education Act

CO joins the inclusive higher education movement

3 pilot schools established (ACC, UCCS, UNC)

2022



Colorado HB 22-1107: Inclusive Higher Education Opportunities

Expanding opportunities & equitable access to IHE in CO

Regis joins CO's IHE movement

2023-2025



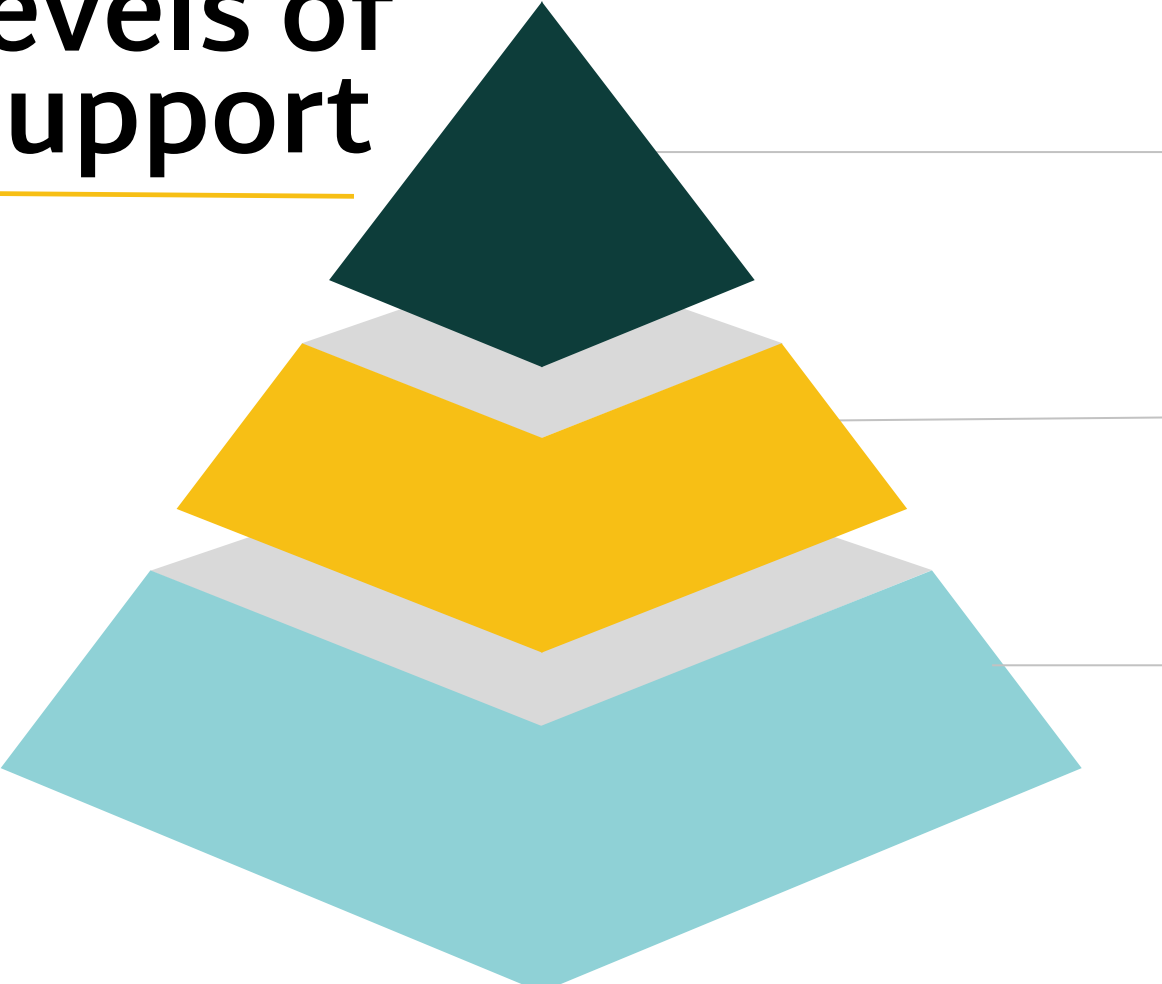
IN! opens grant applications to expand IHE

Focus on creating more geographic, racial, economic equity in IHE

CSU, MSU Denver, LCC, PPSC join CO's IHE movement



Levels of Support



INCLUSIVE
HIGHER
EDUCATION

SUPPLEMENTAL /
WRAP AROUND
SERVICES

TRADITIONAL
DISABILITY
SERVICES

Traditional Disability Services

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

-Available at all colleges
-No fees

Supplemental Disability Services

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

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

Inclusive Higher Education

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

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

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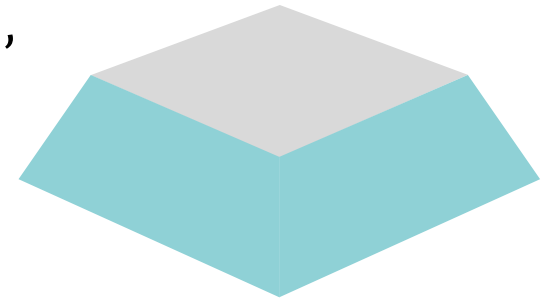
Supplemental
Disability
Services

4

Inclusive
Higher
Education

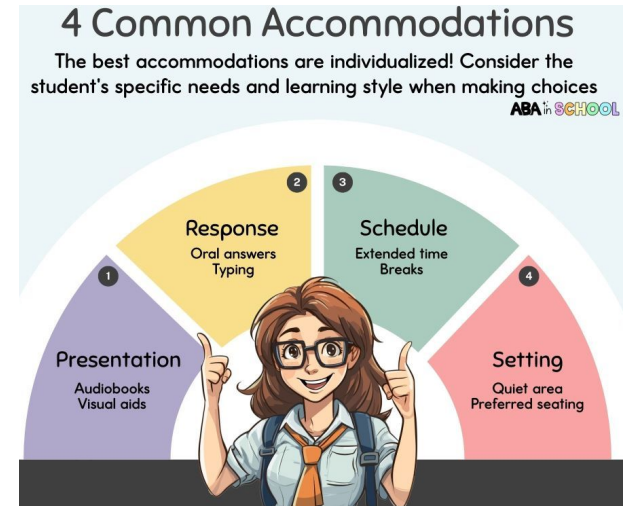
Disability Services Basics

- Legally mandated at all institutions of higher ed
- Dedicated office or personnel
- Serving a variety of documented disabilities
 - physical, chronic health, ASD, ADHD/ADD, mental health, etc.
- Traditionally admitted, degree seeking students
- Must meet essential functions of all courses
- Accommodations only



Understanding Accommodations

- No alterations to WHAT learning occurs
 - Only alterations to HOW learning occurs or is shown
 - Preparation for workforce expectations
 - Accommodations for:
 - Classroom
 - Testing
 - Housing
- *Often similar to HS accommodations, but not exact & not guaranteed



Accessing Disability Services

- Self-advocate / Self-disclose
- Provide disability documentation
 - Regulations might differ across offices
 - Clearly stated diagnosis (IEP/504 not automatically accepted)
- Interactive process
 - Discuss educational/disability-related needs
 - Identify appropriate accommodations
 - Receive new accommodation letter (*not* 504 or IEP)
 - Provide accommodation letter to professors

Self-Advocacy is the ability to articulate one's needs and make informed decisions about the support necessary to meet those needs.



Important to Note

- Length of time to receive accommodations varies
- Maintain open communication with disability office staff
- Continual advocacy for approved accommodations
- Follow accommodation procedures
 - testing center requests
 - appropriate time in advance



Questions?

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Supplemental Services Basics

Students access disability services:

- Traditionally admitted, degree seeking students
- Must meet essential functions of all courses
- Accommodations only

Additional supports provided at select colleges or through private services:

- Academic coaching
- Peer mentoring
- Supported skill development
 - social, executive functioning, goal setting

*Varies greatly by program + fees apply



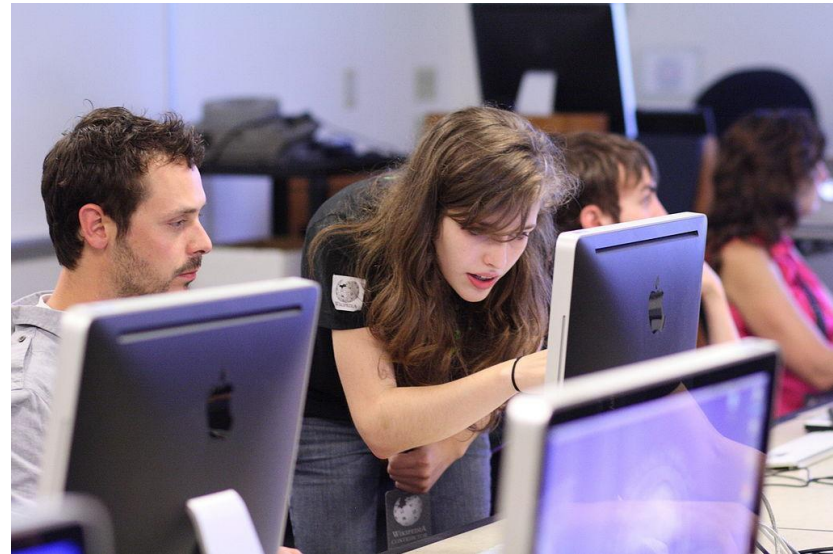
Colorado Examples

Institutional

- [CSU Opportunities for Postsecondary Success \(OPS\)](#)
- [DU Learning Effectiveness Program \(LEP\)](#)
- [MSU Denver Integrated Supports for Students with ASD in College \(ISAAC\)](#)
- [MSU Denver Academic Coaching](#)

External

- [Untapped Learning](#)
- [College Living Experience](#)



Questions?

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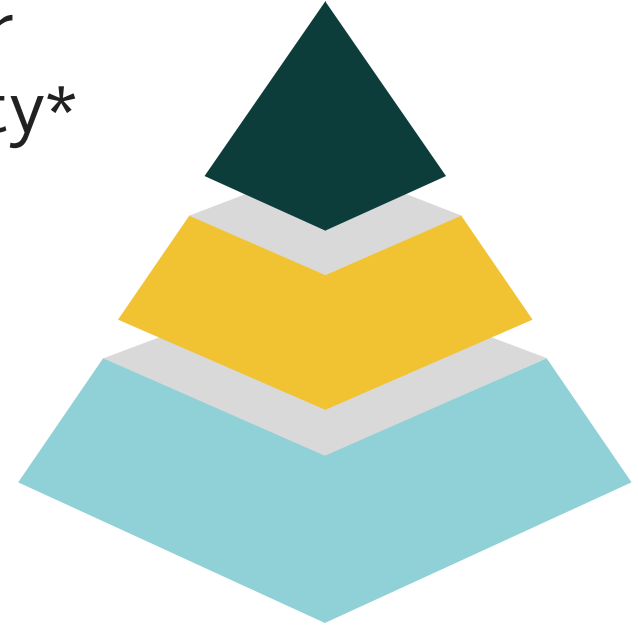
Supplemental
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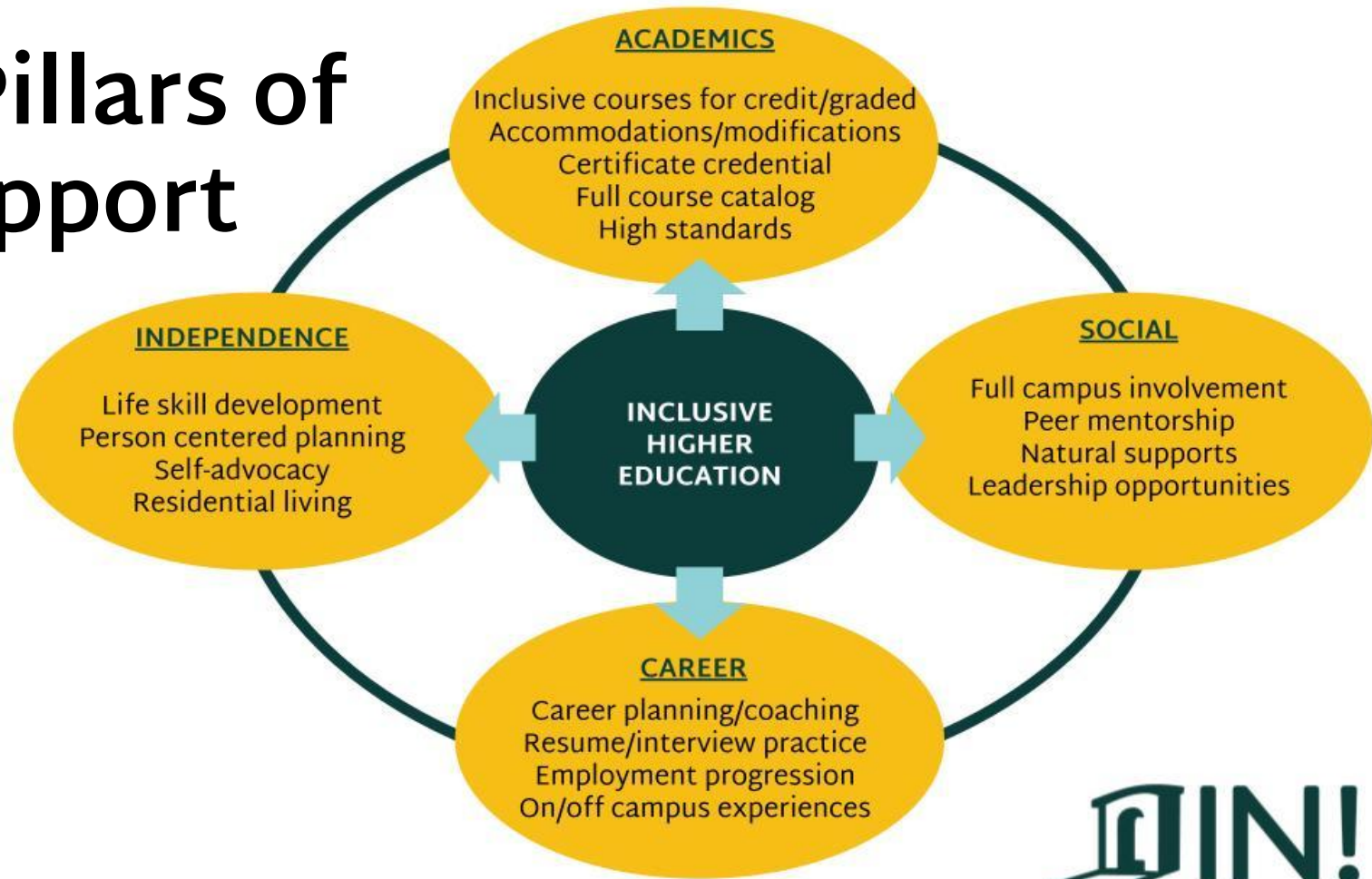
Inclusive
Higher
Education

Inclusive Higher Ed Basics

- Offered at **select institutions**
- Alternative admission pathway for students with intellectual disability*
- **Inclusive** course and campus participation
- Access accommodations **& modifications**
- Earn certificate credential
- Associated program fees
- Staff and peer mentor support in 4 domains:



4 Pillars of Support



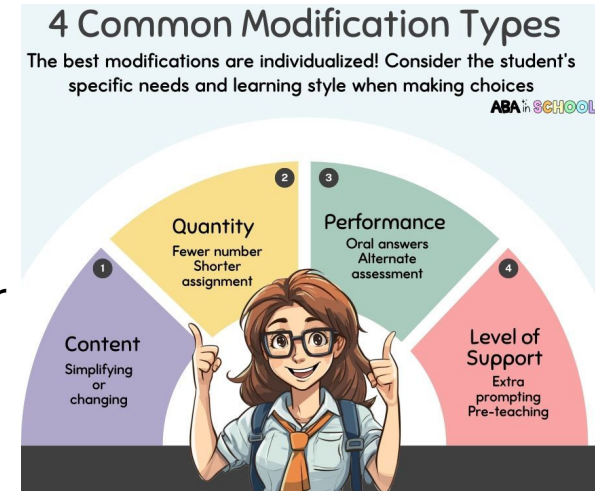
Understanding Modifications

Accommodations

- Only alterations to HOW learning occurs or is shown

Modifications

- Alterations to WHAT learning occurs
- Adapting course expectations to meet cognitive level
- Coordinated by program staff
- Common Examples
 - Classroom: limited length of assignment, graphic organizer
 - Testing: fewer questions, simplified wording, alternate format
 - Housing: additional RA/mentor support



Elevate at ACC

- **Commuter Campus:**
 - Student must have transportation to campus (RTD, Uber, etc.)
- **Average class size at ACC is 25 students**
 - more opportunities interact with instructors & other students
- **Elevate Workshop:**
 - Focuses on independent living skills, financial literacy, maintaining healthy friendships, etc.
 - Free 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 CSU
- Career and technical skills program for plant & animal sciences, related STEM
 - Focus on experiential learning courses & professional skills
 - Students should have an interest in these topic areas
- Peer mentors from Human Development and Family Studies, Occupational Therapy, Agriculture Education
- Classes at CSU Main Campus, Agricultural Research Development Education Center ([ARDEC](#)), and Foothills Campus



Prevention Research Center
College of Agricultural Sciences
Center for Community Partnerships



Cultivate at LCC

- No Residential Living (yet)
 - Student must have transportation to and from campus
- Ensures rural access to IHE
- Traditional community college IHE model (3 years)
- Emphasis on employment needs in the region: para educators, agriculture, etc.
- Community-oriented campus culture



MSU Denver ISS

- Inclusive Support Services
- Commuter Campus
 - Live at home - learn and earn in home community
 - Campus is easily accessed by RTD bus and Light Rail
- Students are fully included in all MSU Denver activities with continuum of support services
 - Mentors, coaching, advising
 - Students participate in courses offered to all students
- Focus on learning how to learn
 - Applications of skills in authentic academic, social, employment, and adult living environments



ASPIRE Scholars at PPSC

- Commuter Campus
 - Student must have transportation to campus (Metro Mobility, Uber, etc.)
- Goal: Empower students to live self-directed lives and transition seamlessly into their communities and professional environments
- Emphasis on internship placements in years 2-3
- Concurrent Enrollment for transition students in select school districts



Achieving Success Through Personalized
Inclusive Real-World Education (ASPIRE)

PIKES PEAK STATE COLLEGE



**PATHWAYS TO INCLUSIVE
HIGHER EDUCATION**

GLOBAL Inclusive at Regis

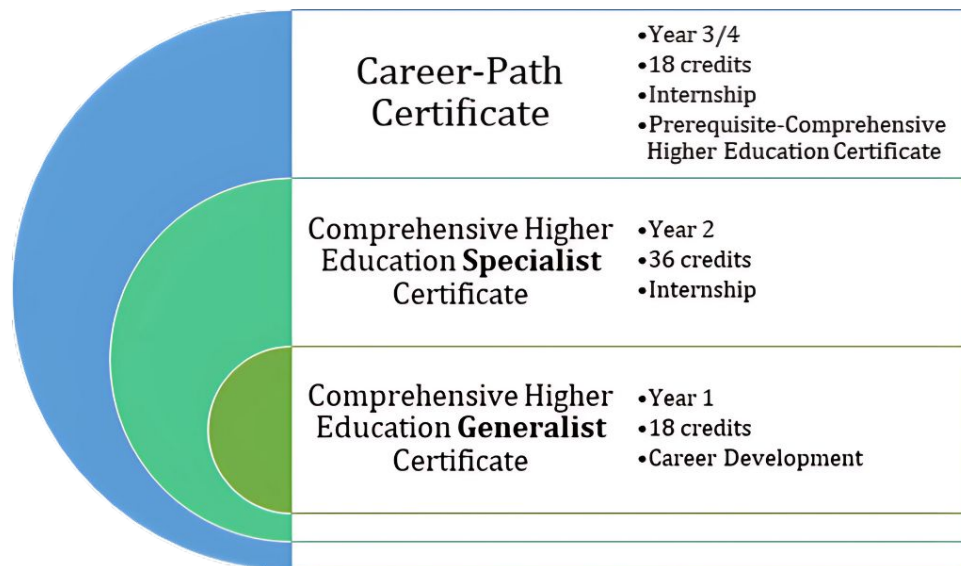
- Jesuit University
 - Draws from Jesuit values: care for the whole person, service for others, contemplation in action
 - Students/families **do not** need to be Catholic to attend
- Years 1-2: Liberal Arts focus
 - Classes include Religion, Philosophy, Peace & Justice, Mathematics, etc.
- Students 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 in housing or commute
 - 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
- Aged 18-26 upon enrollment



UNC GOAL

- Supportive Residential Learning Community (RLC) with trained RAs
 - Evening/weekend programs in RLC facilitated by peer mentors
- Full campus inclusion: clubs, organizations, campus events
- Students must be **18–25** at the time of application & own legal guardian
 - **Students lead** their own experience
 - ensures students make academic, financial, and residential decisions as they develop independence & self-determination
 - Exercise [FERPA rights](#); families are supportive partners
 - Focus on accountability, responsibility, & self-determination
- [Schedule a meeting to learn more](#)



UNC

GOAL

 PATHWAYS TO INCLUSIVE HIGHER EDUCATION College / University Inclusive Office	UNIQUE OFFERINGS	LENGTH	SPECIFIC ENTRANCE CRITERIA	ESTIMATED TUITION & FEES FOR '25-'26 SCHOOL YEAR	ESTIMATED RESIDENTIAL LIVING COSTS	CTP STATUS
			All IHEs have minimum age 18	In-state tuition + institutional/campus fees + program fee per school year	Per school year; Plans vary; blank boxes indicate no residential option	If checked, FAFSA & DVR funding may be available
Arapahoe Community College (ACC) <u>Elevate</u>	FREE INDEPENDENT LIVING COURSE	3 YEARS		\$5,800-\$11,270 \$3,000 may be offset by institutional scholarships		
Colorado State University (CSU) <u>RAM Scholars</u>	AGRICULTURE & STEM FOCUS	3 YEARS		\$14,385-\$23,440		IN PROGRESS
Lamar Community College (LCC) <u>Cultivate</u>	RURAL ACCESS	3 YEARS		\$5,333-\$10,415		IN PROGRESS
Metropolitan State University of Denver (MSU Denver) <u>Inclusive Support Services (ISS)</u>	ISS COURSES OPEN TO ALL MSU DENVER STUDENTS	4 YEARS		\$16,056-\$19,898		IN PROGRESS
Pikes Peak State College (PPSC) <u>ASPIRE Scholars</u>	EMPHASIS ON TRADE PATHWAYS	3 YEARS		\$5,359-\$10,446		IN PROGRESS
Regis University <u>GLOBAL Inclusive Program</u>	JESUIT VALUES; CAREER CERTIFICATES	1-4 YEARS		\$24,140-\$37,926 Scholarships available	\$13,630-\$14,469	
 University of Colorado Colorado Springs (UCCS) <u>Office of Inclusive Services (OIS)</u>	CHOICE OF FULL UCCS COURSE OFFERINGS; SKILL- BASED SEMINARS	4 YEARS	AGE 18-26	\$14,142.72-\$29,641 \$6,000 may be offset by DVR	\$10,050-\$24,750	
University of Northern Colorado (UNC) <u>Go on and Learn (GOAL)</u>	DESIGNATED RESIDENTIAL LEARNING COMMUNITY	4 YEARS	AGE 18-25; Student must be own guardian	\$17,254-\$21,637	\$12,537-\$14,196	

Questions?

Resources

● Going to College Preparation Page

● I Think College Program Search Page

● I Think College Family Resources



PATHWAYS TO INCLUSIVE
HIGHER EDUCATION



www.inclusivehighered.org
info@inclusivehighered.org
720.629.0196

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 included? 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 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 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' 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 systems 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.
- Are there 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 attendance in 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 potential misconduct? Does the process differ for IHE students?
- What additional supports do program staff offer within the campus reinvention process?
- As an IHE student 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 RAs? Requirements about consent regarding information to students and families?
- How 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 independent living?
- 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?



PATHWAYS TO INCLUSIVE
HIGHER EDUCATION

Which level of support do you need to go to college?

Inclusive Higher Education (IIN!)

- ☐ I do not meet traditional college entry criteria (diploma, GPA, ACT/SAT)
- ☐ I have an intellectual disability
- ☐ I need accommodations and modifications to access college classes
- ☐ I want to pursue a certificate credential
- ☐ I want to take classes that help me prepare for my job goal
- ☐ I need more staff and peer mentor support in academics, social life, vocational preparation, and general independence

* Available at select institutions only

* Alternative admission process through office of inclusive higher education (not through institutional admissions office)

Supplemental Programs

- ☐ I meet traditional college entry criteria (diploma, GPA, ACT/SAT)
- ☐ I want to receive an Associate's degree or higher
- ☐ I only need academic accommodations to meet course expectations
- ☐ I am mainly independent academically but I need some support with social & organizational skills to be successful

* Available at select colleges or through external organizations

* Must apply to college and apply to participate in program for services

Traditional Disability Services

- ☐ I meet traditional college entry criteria (diploma, GPA, ACT/SAT)
- ☐ I want to receive an Associate's degree or higher
- ☐ I only need academic accommodations to meet course expectations



PATHWAYS TO INCLUSIVE
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COLLEGE PREPARATION SKILLS FOR STUDENTS WITH INTELLECTUAL DISABILITY

IIN!'s mission is to create inclusive college opportunities in Colorado for students with intellectual disability to foster academic, growth, social, academic, social, independence, and career advancement.

As a non-profit organization, IIN! works to raise awareness of the inclusive college options available in our state via webinars, informational sessions, mentorship opportunities, college prep resources, and more.

Eight institutions in Colorado offer inclusive higher education (IHE) where individuals with ID are fully included members of the student body. Students earn a Comprehensive Higher Education Certificate in their area of study and are graduating with more meaningful jobs, greater independence, increased community involvement, and holistic growth.

Here are some tips on how to prepare your student for IHE:

Early Childhood

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

Elementary School

- Include students with disabilities in general education settings
- Foster healthy social-emotional communication
- Include all students in conversations about college
- Support healthy habits
- Foster academic skills and use of assistive technology
- Foster academic interests and strengths
- Build self-advocacy, self-advocacy, personal agency skills
- Frequent goal setting
- Provide opportunities for students
- Help students talk about disability characteristics & needs

Middle School

- Maintain academic rigor for students with disabilities
- Develop student's interests and goals
- Empower your student participation in extracurriculars
- Build compatibility with a communication, both use
- Encourage punctuality & time management
- Support student volunteer efforts
- Include students in opportunities for academic advocacy
- Help students become comfortable with down-time
- Explore different ways to manage personal information
- Academic Skills
 - Use planners to track assignments, important dates
 - Follow a checklist to prepare for classes
 - Use strategies to simplify new information on tests
 - Explore different ways to support note taking
 - Ensure enough time to assess quality of work
- Social Emotional Skills
 - Use constructive criticism to improve work habits
 - Listen to and evaluate peer feedback
 - Actively participate in group projects and activities
 - Seek out tutoring, coaching, student mentoring, etc.
 - Practice communication and behavioral impulse control

High School

- Students discuss the supports they need to reach their goals
- Families contact colleges to take campus tours and learn more
- Connect with DRC, CTE, other important agencies/organizations
- Help students budget money
- Encourage students to call and make appointments
- Help students learn to use ACT/sat for public transportation
- Include goals related to college preparation in IEP
- Academic Skills
 - Develop and appropriate use of resources at school
 - Cautiously, learn to learn more
 - Complete teacher tasks without assistance
 - Self-advocate. Ask questions, attend teacher office hours
 - Participate in class discussions and activities
 - Maintain persistence when frustrated by academic tasks
- Social Emotional Skills
 - Demonstrate respect of people and property
 - Appropriately manage conflict, frustration, disappointment
 - Own responsibility over school work, social relationships
 - Self-advocate, develop making, risk taking
 - Welcome challenges by embracing growth mindset

Questions? Contact IIN! - info@inclusivehighered.org / 720-629-0196 / inclusivehighered.org/contact-us



Click images to download PDF versions

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](#)
- Upcoming [Webinar Series](#)
 - Paying for Inclusive Higher Education (2/4/26)
 - Reducing the Summer Slide (4/8/26)
- [Monthly Resource Letter](#)

THANK YOU

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